



**WESTERN CAPE COLLEGE OF NURSING
METRO WEST, BOLAND OVERBERG AND SOUTHERN CAPE KAROO
CAMPUSES**

**DIPLOMA FOR REGISTRATION AS A NURSE (GENERAL, PSYCHIATRIC AND COMMUNITY) AND MIDWIFE
PROGRAMME GUIDE (R425)**

2020

STUDENT NAME:

STUDENT NUMBER:

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1. WELCOME

The staff of the Western Cape College of Nursing (WCCN) extends a warm welcome to all first- year nursing students, with the hope that you will be successful in your studies. It will require dedication and hard work from you but know that you will get all the necessary support and encouragement you need from the staff of WCCN. As you embark on the four-year Diploma programme for Registration as a Nurse (General, Psychiatric and Community) And Midwife, take the time to read this programme guide carefully to ensure that you become familiar with the college, the full programme, role players, expectations and obligations. This programme guide must be kept as it serves as a handy reference to guide you through the next four years. It must be read in conjunction with the relevant subject guides, clinical learning guides and policies

It is important that you communicate your need for additional information at the earliest opportunity. You will also be orientated to the college and the programme to help you settle in without delay.

2. INTRODUCTION AND HISTORY OF THE WESTERN CAPE COLLEGE OF NURSING (WCCN)

The four original nursing colleges in the Western Cape (Carinus, Nico Malan, Sarleh Dolly and Otto du Plessis) were amalgamated in 2000 and the Western Cape College of Nursing (Single Campus) was established.

The Associated Psychiatric Hospital (APH) College was commissioned in May 2006 and absorbed into the Western Cape College of Nursing December 2007.

The Western Cape College of Nursing Organisational Development Instrument (ODI) was signed off 1 May 2010, which was the onset of the Western Cape College with a Multi Campus structure (Metro East, Metro West, Boland Overberg & Southern Cape Karoo Campus).

Western Cape College of Nursing (Department of Health) went into an Agency Agreement with Cape Peninsula University of Technology (CPUT) in 2005. The aim was to transfer the Western Cape College of Nursing into CPUT (HEI). The intent to terminate the Agency Agreement between WCCN and CPUT was communicated to all stakeholders, November 2017.

The five nursing schools (Groote Schuur, Tygerberg, Western Cape Rehabilitation Centre, Worcester & George) accredited as Nursing Schools by the SANC, were absorbed by the Western Cape College of Nursing, April 2012. Schools were delinked from the responsible Hospitals and absorbed by WCCN (Department of Health). The aforementioned schools functioned as Satellite sites of the mentioned Campuses until a decision was taken to close the nursing schools in 2018.

WCCN Multi Campus Structure consists of the following:

- Central office (on the site of Metro West Campus in Athlone) with all corporate and academic functions namely:
Human Resources Management and Development, Finances and Infrastructure/Support as well as the functions of the Academic Head of Departments (HOD). All the campuses and satellites are served by the aforementioned in terms of the Human Resources, Finances and Infrastructure/Support functions as well as the academic needs by the HODs
- Metro West (in Athlone) and is linked with the other campuses/satellite
- Metro East Campus (on the site of Stikland Hospital in Stikland)
- Boland Overberg Campus (on the site of Boland TVET Campus in Worcester).
- Southern Cape/Karoo Campus (situated in Herrie Street George): The former George Nursing School has been consolidated into Southern Cape /Karoo Campus

Based on direction received from National Department of Health and Western Cape Department of Health the Western Cape College of Nursing College is cognisant of its place and responsibilities in the national landscape of higher education in a democratic South Africa. We acknowledge that the key challenges of the White Paper of 1997 and the National Plan for Higher Education remain relevant and critical. Therefore, in developing a strategic plan for the institution, we are guided by the following principles from the White Paper:

- We seek to address past inequalities and transform the institution to meet national needs.
 - We see our role in terms of the development of human potential through life-long learning.
 - We will develop socially responsible knowledgeable workers and professionals.
 - We will integrate our research and teaching with the needs of South Africa.
-
- As a publicly funded higher education institution, we welcome our responsibility to act for the benefit of society. Through a variety of certificates, diplomas, postgraduate diplomas, research and other educational activities, we will produce socially responsible graduates who are able to contribute proudly to the emerging needs of society and to live productive lives.
 - As the only College of Nursing (Multi Campus) in a province that is rich in educational resources and as the only College of Nursing in the Western Cape we have a unique contribution to make and we must plan accordingly. Until 2019 WCCN offered the following undergraduate and post-basic nursing programmes.
 - Diploma in Psychiatric Nursing for registration as a Psychiatric Nurse (*No. R.880 of 2 May 1975*)
 - Diploma in Midwifery for registration as a Midwife (*No. R.254 of 14 February 1975*)
 - Clinical Nursing Science, Health Assessment, Treatment and Care
(No. R.48 of 22 January 1982)
 - Clinical Nursing Science leading to registration of an additional qualification (*No. R.212 of 19 February 1993*) Post- basic clinical nursing qualifications (Critical Care)
 - Diploma: Nurse (General, Psychiatric and Community) and Midwife leading to registration (No. R.425 of 22 February 1985)
 - Degree: B Tech Nurse (General, Psychiatric and Community) and Midwife leading to registration (*No. R.425 of 22 February 1985*)[with CPUT]
 - Bridging Course for Enrolled Nurses leading to registration as a General Nurse or a Psychiatric Nurse (No. R.683 of 14 April 1989) *phasing out*
 - The B Tech Nursing programme offered in conjunction with the Cape Peninsula University of Technology in terms of an agency agreement. This programme will be phased out in the next three years.
 - **College Governance**
The governance structures are:
 - The College Council
 - The College Senate – the highest academic decision-making body
 - The College Executive Management Committee (EMC)
 - The Student Representative Council (SRC)
 - The College is associated with three universities, namely, Cape Town, Western Cape and Stellenbosch. These universities function as the moderating institutions for the R425 course.

3. VISION, MISSION, AND VALUES OF WCCN

3.1 Vision statement

(See Addendum 1)

The Western Cape College of Nursing (WCCN) as a provider of Higher Education and Training, envisage **graduates\diplomats** who:

- embody and practice caring at all levels and in all spheres of nursing and society
- portray irreproachable responsibility and accountability
- become nurse leaders in South Africa and beyond its borders
- positively influence local, national and international nursing standards
- are equal members of the inter-professional health team
- have entrenched in them the concept of social responsibility, so that they are empowered to be responsible citizens, participating in addressing social needs

envisage a **college** who:

- facilitates a learning environment where research and evidence-based knowledge is generated and shared.
- facilitates learning which follows a student centered approach
- encourage innovative teaching and blended learning through the use of technology to enhance graduates' ability to practice in a scientifically driven environment
- are life-long learners who stay abreast of all developments in health care
- cultivate leadership in nursing, influencing professional nursing standards in South Africa and beyond its borders

3.2 Mission statement

The WCCN:

- provides high quality education and training programmes to provide for various categories of nurses to meet the health needs of the Western Cape province in particular, but also the broader needs of all communities in South Africa
- emphasises community-based curricula in keeping with the policy directives of the Department of Health
- functions in a multi-campus set-up encompassing the Cape metropolis, the Boland-Overberg District as well as the Southern Cape Karoo District
- ensures optimal utilisation and sharing of resources within the multi-campus system
- actively engages in research and service, in partnership with educational institutions and community stakeholders
- functions with an enhanced awareness of sustainable environmental practices

3.3 Core Values:
CORE VALUES: I-CARE

Integrity: Veracity, fidelity with transparency in everything we do.

Collaboration: We value intra-professional, inter-professional and community collaboration to advance learning, innovation and evidence based practice.

Accountability: We hold ourselves responsible for behaviours, actions and results.

Respect: We are considerate of the differences of individuals and their respective contributions.

Excellence: The practice of outstanding service provision.

4. STAKEHOLDER ENGAGEMENT- WCCN

STAKEHOLDERS	ROLE
Students	Clients
WCCN Staff (Academic and Support Staff)	Delivery and support of academic programme
Healthcare Services in Western Cape - Nurse Managers	Provides the clinical platform for Workplace Integrated Learning and placement for community service nurses on completion of the programme
City of Cape Town	Provides the clinical platform for Workplace Integrated Learning
CPUT management and staff	Partnership (ex-agency agreement) to offer BTECH Nursing programme
Western Cape Department of Public Works and Transport	Renovations of buildings and facilities
Western Cape Department of Health	Employer of academic and support staff. Provides support relating to human resources management and development, labour relations and finance
Premiers Office (CEI)	Provides information management support and training
Western Cape Department of Community Safety	Provides support to ensure safety of staff and students
Community in the vicinity of the college campuses	Partnerships for social responsibility outreach projects
South African Nursing Council	Regulation of nursing education in RSA
Council on Higher Education	Accreditation of HEI programmes
Department of Higher Education and Training	Regulation of Higher Education in RSA
National Department of Health	Provides the policy framework for nursing education in South Africa
Higher Education Institutions (Universities)	Members serve on college Senate and serve as external moderators
Service providers and suppliers on the database	Suppliers of goods and services, contractors
Boland FET College (Campus in Worcester)	Landlord with signed lease agreement

Professional Associations <ul style="list-style-type: none"> - College Principals and Academic Staff - Nursing Education Association 	Provides a forum for professional development of academic staff
<ul style="list-style-type: none"> - Private Nursing Education Institutions and hospitals - South Africa Defence Force 	Clients who choose WCCN as the preferred training provider for their staff

5. NAME LIST OF PROGRAMME LECTURERS AND SUPPORT STAFF FOR R425 WCCN CAMPUSES

METRO WEST CAMPUS

FT/PT	NAME	SANC QUALIFICATIONS	CLINICAL SPECIALISATIONS	AREA OF RESPONSIBILITY	CONTACT DETAIL
FT	MABUDA TB	PHD M(CUR) BA (CUR) MAJOR NURSING EDUCATION AND NURSING ADMINISTRATION DIPLOMA GENERAL (COMMUNITY, PSYCHIATRY) AND MIDWIFERY NURSING SCIENCE	MIDWIFERY, PSYCHIATRY, COMMUNITY HEALTH NURSING MANAGEMENT	PROVINCIAL DIRECTOR NURSING SERVICES / WCCN	Tendani.Mabuda@westerncape.gov.za Tel : 021 684 1202
FT	BOCK T	D LITT ET PHIL NWU M CUR (US) BA HONS BA CUR DIPLOMA IN NURSING	NURSING EDUCATING NURSING MANAGEMENT MIDWIFERY PSYCHIATRY	METRO EAST & WEST HOC HOD PSYCIATRY AND EPP	Theresa.Bock@westerncape.gov.za Tel : 021 6841235
FT	DU PREEZ LM	BCUR HON - (UWC), BCUR. GENERAL NURSING SCIENCE 12319273	MIDWIFERY NURSING EDUCATION COMMUNITY HEALHT NURSING MANAGEMENT	STUDENT MATTERS AND SANC OFFICE	Leonora.duPreez@westerncape.gov.za Tel : 021 684 1233
FT	XINTOLONG	B HONS (UNUSA) B. CURR (UNISA)	MIDWIFERY; NURSING EDUCATION,	HOD YEAR ONE	Nowhi.Xintolo@westerncape.gov.za

		DIPLOMA IN GENERAL NURSING SCIENCE	PSYCHIATRY, COMMUNITY HEATH NURSING MANAGEMENT		Tel: 021 684 1206
FT	LEONARD MM	MSC NURSING (UCT) BCUR DIPLOMA IN GENERAL NURSING SCIENCE 121061591	MIDWIFERY, PSYCHIATRY, COMMUNITY HEALTH NURSING MANAGEMENT	HOD YEAR TWO AND CNS	Martha.Leonard@westerncape.gov.za Tel : 021 684 1231
FT	LOUBSER HW	MASTERS IN NURSING, HONS IN NURSING B NURSING (GENERAL AND PSYCHIATRY)	NURSING EDUCATION COMMUNITY HEALTH NURSING MANAGEMENT MIDWIFERY, DIPLOMA CHRISTIAN ETHICS	HOD: CLINICAL LEARNING	Helena.Loubser@westerncape.gov.za Tel : 021 684 1268
FT	PRINSLOO, P S R	BA CUR (HONS) DIPLOMA GENERAL NURSING AND MIDWIFERY	COMMUNITY HEALTH NURSING EDUCATION HEALTH SERVICE MANAGEMENT	HOD MIDWIFERY	Pearl.Prinsloo@westerncape.gov.za Tel : 021 684 1249
FT	FEBRUARY CA	PHD (UWC) MASTERS IN EDUCATION HONORARY DEGREE IN HEALTH AND SERVICE MANAGEMENT,	NURSING EDUCATION ADVANCED PSYCHIATRY	COMMUNITY NURSING SCIENCE	Christine.February@westerncape.gov.za Tel : 021 684 1292

		DEGREE IN MANAGEMENT AND EDUCATION DIPLOMA IN R425 NURSING	CERTIFICATE IN FORENSIC NURSING SCIENCE CERTIFICATE IN LABOR LAW		
FT	HOFSTANDER E	B CUR HONS (CRITICAL CARE) B CUR GENERAL NURSING	NURSING MANAGEMENT NURSING EDUCATION, CRITICAL CARE	GENERAL NURSING SCIENCE	Emmily.Hofstander@westerncape.gov.za Tel: 021 684 1218
FT	ADAMS G	MASTERS IN NURSING (US) DIPLOMA GENERAL NURSE	PSYCHIATRY MIDWIFE NURSING EDUCATION, COMMUNITY HEALTH	ETHOS & PROFESSIONAL PRACTICE	AdamsG@cput.ac.za Tel : 021 684 1322
FT	DOMINICK RN	MCUR (UWC) DIPLOMA GENERAL NURSE	MIDWIFE NURSING EDUCATION, NURSING MANAGEMENT COMMUNITY HEALTH CLINICAL NURSE SCIENCE ASSESSMENT AND TREATMENT AND CARE	SOCIOL SCIENCES	Ruth.Dominick@westerncape.gov.za Tel : 021 684 1340
FT	KIRSTEIN L	BUSY WITH MCUR UWC BCUR DEGREE R425	PSYCHIATRY COMMUNITY HEALTH MIDWIFE NURSING EDUCATION ADVANCE PSYCHIATRY	PSYCIATRIC NURSING SCIENCE	Lizette.Kirstein@westerncape.gov.za Tel : 021 940 8950

FT	MAREPULA, NO	MA NURSING EDUCATION B CUR NURSING, DIPLOMAS IN NURSING	MIDWIFERY, PSYCHIATRY, ADVANCED DIPLOMA IN NURSE MANAGEMENT	ETHOS & PROFESSIONAL PRACTICE	Nosiphiwe.Marepula@westerncape.gov.za Tel: 021 6841235
FT	ROSSOUW F. M.	MASTERS IN NURSING (US) DIPLOMA GENERAL NURSING	COMMUNITY HEALTH, PSYCHIATRY, MIDWIFERY NURSING EDUCATION	COMMUNITY NURSING SCIENCE	RossuwMa@cput.ac.za Tel : 021 684 1334
FT	VAN ZYL V	M CUR (UWC) BA HONS BA CUR DIPLOMAS IN GENERAL NURSING, MIDWIFERY AND PSYCHIATRY	COMMUNITY HEALTH NURSING EDUCATION, MIDWIFERY PSYCHIATRY ADVANCE PSYCHIATRY	PSYCIATRIC NURSING SCIENCE	Verna.VanZyl@westerncape.gov.za Tel : 021 940 8916
FT	PIENAAR WB	M CUR (US) DIPLOMA GENERA NURSING	COMMUNITY HEALTH PSYCHIATRY MIDWIFERY NURSING EDUCATION	GENERAL NURSING SCIENCE	PienaarW@cput.ac.za Tel : 021 684 1256
FT	WENT AJ	ENROLLED FOR MASTERS AT (US) BACHELOR OF NURSING SCIENCE, B CUR, HONBCUR IN EDUCATION. DIPLOMA GENERAL NURSE,	PSYCHIATRIC MIDWIFE, INTENSIVE NURSING SCIENCE, EDUCATION, COMMUNITY HEALTH NURSING MANAGEMENT	GENERAL NURSING SCIENCE	Amanda.Went@westerncape.gov.za Tel : 021 684 1267

FT	HLANA SN	DIPLOMA NURSING R425	NURSING MANAGEMENT NURSING EDUCATION, ADVANCED MIDWIFERY AND NEONATAL NURSING	MIDWIFERY	Sylvia.Hlana@westerncape.gov.za Tel : 021 684 1252
FT	TRUTER A	D LITT ET PHIL - (UNISA) MA CUR - (UNISA) BA CUR - (UNISA) B (NURSING) (US) - (PSYCHOLOGY III) R425	COMMUNITY HEALTH PSYCHIATRY MIDWIFERY NURSING MANAGEMENT NURSING EDUCATION	COMMUNITY NURSING SCIENCE TEACHING AND LEARNING CURRICULUM DEVELOPMENT	Anso.Truter@westerncape.gov.za Tel: 021 684 1247
FT	LANGEVELD AA	MCUR (US) DIPLOMA GENERAL NURSING	NURSING EDUCATION, NURSING MANAGEMENT PSYCHIATRY MIDWIFE, COMMUNITY HEALTH	COMMUNITY NURSING SCIENCE	Alison.Lanageveld@westerncape.gov.za Tel: 021 684 1266
FT	ENGELBRECHT EB	BACUR- DIPLOMA GENERAL NURSING,	PSYCHIATRY, MIDWIFERY, NURSING EDUCATION COMMUNITY HEALTH NURSING MANAGEME	FUNDAMENTAL NURSING SCIENCE	Ellen.Engelbreght@westerncape.gov.za TEL #: 021 684 1245
FT	KUSE VE	BCUR I ET A - UNIV. FORT HARE	NURSING MANAGEMENT	NURSING SCIENCE 1	Vuyokazi.Kuse@westerncape.gov.za

		DIPLOMA IN GENERAL NURSING SCIENCE	NURSING EDUCATION COMMUNITY HEALTH MENTAL HEALTH MIDWIFERY		TEL #: 021 6841344
FT	WIENER, JC	MSC NURSING (UCT) DIPLOMA NURSING R425	MIDWIFERY NURSING, EDUCATION CRITICAL CARE	SKILLS LAB COORDINATOR	Jacqueline.Wiener@westerncape.gov.za TEL#: 021 684 1244
FT	MAHOTE, MX	BA PSYCHOLOGY & SOCIOLOGY. BTECH IN ONCOLOGY DIPLOMA IN GENERAL NURSING	NURSING MANAGEMENT NURSING EDUCATION MIDWIFE, INTENSIVE NURSING SCIENCE, ADULT LEARNING	NURSING IN THE COMMUNITY 2	Mavis.Mahote@westerncape.gov.za TEL #: 021 6841327
	SMITH FA	B CUR	NURSING EDUCATION NURSING MANAGEMENT	BIOLOGICAL NURSING SCIENCE	Felecia.Smith@westerncape.gov.za TEL #: 021 684
FT	JEFTHA L	B TECH PRIMARY HEALTH CARE B CUR	NURSING EDUCATION NURSING MANAGEMENT MIDWIFERY	APPLIED PHYSICS, MICROBIOLOGY AND CHEMISTRY	Lorna.Jeftha@westerncape.gov.za TEL #: 021 6841316
FT	HILL L	DIPLOMA GENERAL NURSING	MIDWIFE, COMMUNITY HEALTH NURSING EDUCATION	MATERNAL CHILD AND WOMANS HEALTH	Loraine.Hill@westerncape.gov.za TEL#: 021 684 1258

			NURSING MANAGEMENT		
FT	ARENDSE FM	DIPLOMA IN NURSING,	MIDWIFERY, EDUCATION, COMMUNITY HEALTH NURSING MANAGEMENT	ETHOS AND PROFESSIONAL PRACTICE	Frances.Arendse@westerncape.gov.za TEL #: 021 370 2489
FT	ARENDSE JP	BUSY WITH M CUR (UWC) DIPLOMA IN NURSING	PSYCHIATRY COMMUNITY HEALTH MIDWIFERY NURSING EDUCATION	APPLIED PSYCHOSOCIAL SCIENCE	John.Arendse2@westerncape.gov.za TEL#: 021 940 8921
	HOFSTANDER E	B CUR HONS (CRITICAL CARE) B CUR GENERAL NURSING	NURSING MANAGEMENT NURSING EDUCATION, CRITICAL CARE	GENERAL NURSING SCIENCE	Emily.Hoffstander@westerncape.gov.za TEL#: 021 6841218

BOLAND OVERBERG CAMPUS

FT/PT	NAME	SANC QUALIFICATIONS	CLINICAL SPECIALISATIONS	AREA OF RESPONSIBILITY	CONTACT DETAIL
FT	STRAUSS L	NURSE (GENERAL, PSYCHIATRIC & COMMUNITY) AND MIDWIFE B CUR IN NURSING ADMINISTRATION B CUR IN NURSING EDUCATION	MIDWIFE NURSING EDUCATION, NURSING MANAGEMENT COMMUNITY HEALTH PSYCHIATRY	HOC	Liesl.Strauss@westerncape.gov.za Tel : 023 347 0732

FT	THEUNISSEN AL	M CUR NURSING DIPLOMA IN GENERAL NURSING AND MIDWIFERY	PSYCHIATRIC NURSING INTENSIVE NURSING SCIENCE, COMMUNITY NURSING SCIENCE, NURSING EDUCATION,	MIDWIFERY	theunissena@cput.ac.za Tel : 023 347 0732
FT	ISAACS L	DIPLOMA NURSE (GENERAL, PSYCHIATRIC & COMMUNITY) AND MIDWIFE	PSYCHIATRIC NURSING COMMUNITY NURSING SCIENCE, NURSING EDUCATION OPERATING THEATRE NURSING MIDWIFE	PSCYCHIATRY	Laaiah.Isaacs@westerncape.gov.za Tel: 023 348 1497
FT	MPHATSOANE DM	DIPLOMA IN NURSING (PSYCHIATRY, MIDWIFERY, GENERAL AND COMMUNITY)	PSYCHIATRIC NURSING COMMUNITY NURSING SCIENCE, MIDWIFE NURSING EDUCATION NURSING MANAGEMENT	FUNDAMENTALS OF NURSING	Dimokatso.Mphatsoane@westerncape.gov.za Tel : 023 348 1498
FT	RUITERS FJ	DIPLOMA IN NURSING (PSYCHIATRY, MIDWIFERY, GENERAL AND COMMUNITY	PSYCHIATRIC NURSING COMMUNITY NURSING SCIENCE, MIDWIFE NURSING EDUCATION CLINICAL NURSE SCIENCE ASSESSMENT AND TREATMENT AND CARE	COMMUNITY NURSING SCIENCE	ruitersjo@cput.ac.za Tel : 023 347 0732
FT	FADANA FP	GENERAL NURSING SIENCE ENROLLED FOR MASTER'S IN NURSING	PSYCHIATRIC NURSING COMMUNITY NURSING SCIENCE, MIDWIFE NURSING EDUCATION	HUMAN BIOLOGY	FadanaF@cput.ac.za Tel :023 347 0732/52

			CLINICAL NURSE SCIENCE ASSESSMENT AND TREATMENT AND CARE		
FT	FRANS C	DIPLOMA IN GENERAL NURSING AND MIDWIFERY	MIDWIFERY, MANAGEMENT EDUCATION MANAGEMENT	ETHOS & PROFESSIONAL PRACTICE	Carol.Frans@westerncape.gov.za TEL#: 023 3481271/4
FT	VAN ZYL SJ	DIPLOMA GENERAL NURSE	INTENSIVE NURSING COMMUNITY HEALTH PSYCHIATRY EDUCATION	GENERAL NURSING SCIENCE	Vanzylsu@cput.ac.za TEL #: 023 347 0752
	VACANT FUNDED POST NO 1			COMMUNITY NURSING SCIENCE	
	VACANT FUNDED POST NO 2			GENERAL NURSING SCIENCE	

SOUTHERN CAPE KAROO CAMPUS

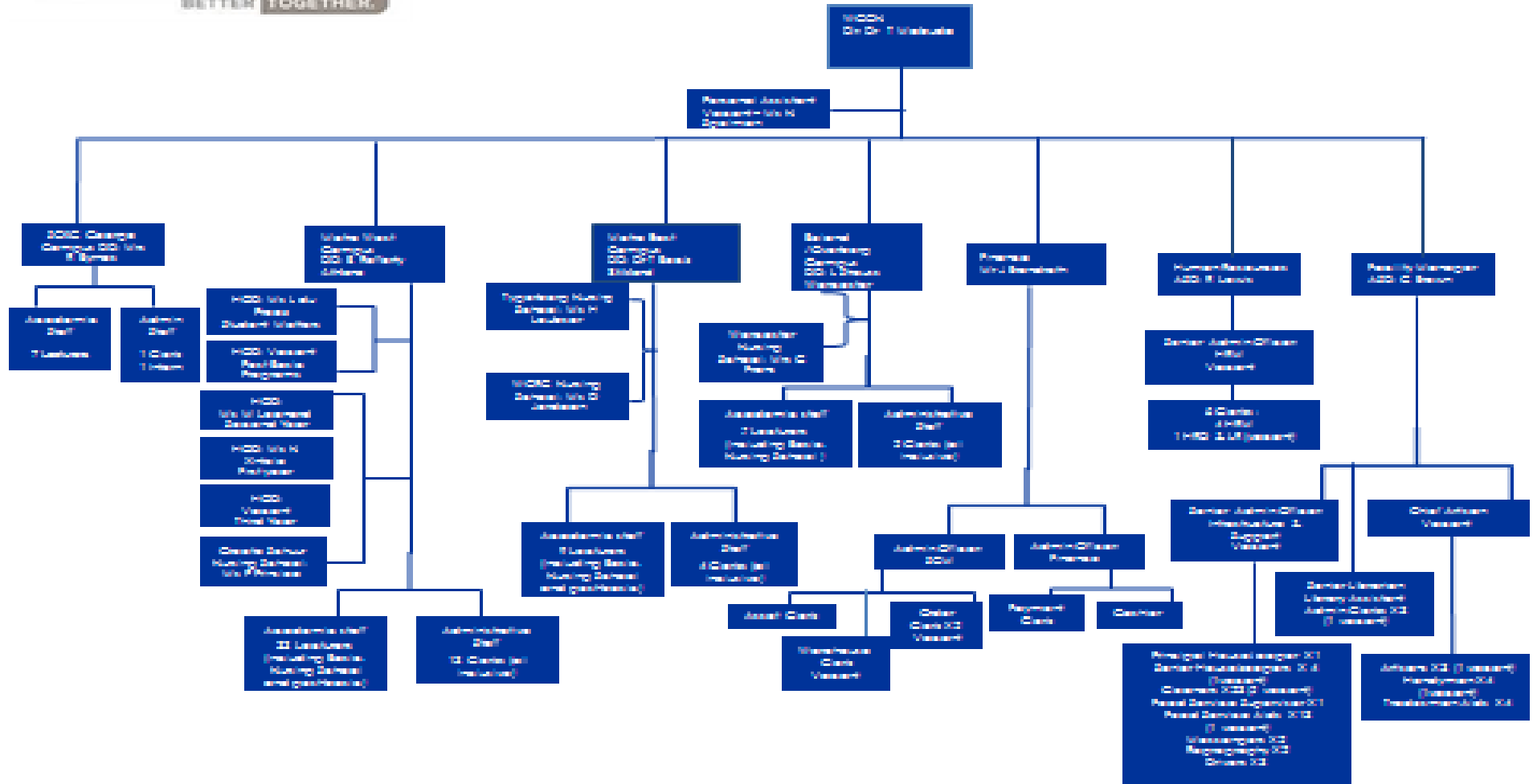
FT/PT	NAME	SANC QUALIFICATIONS	CLINICAL SPECIALISATIONS	AREA OF RESPONSIBILITY	CONTACT DETAIL
FT	BYRNES RA	DIPLOMAS IN NURSING SCIENCES, BCUR NURSING SCIENCE (EDUCATION & COMMUNITY),	MIDWIFE OCCUPATIONAL HEALTH COMMUNITY NURSING SCIENCE NURSING EDUCATION	HOC	Rosemary.Byrnes@westerncape.gov.za Tel : 044 803 1711
FT	ERASMUS G	BA HONS, B CUR (NURSING ADMIN & EDUCATION, DIPLOMA IN NURSING	NURSING EDUCATION NURSING ADMINISTRATION	HUMAN BIOLOGY	Gadija.Erasmus@westerncape.gov.za Tel : 044 803 1713
FT	JONKERS R	MCUR NURSING DIPLOMA IN GENERAL NURSING	MIDWIFE NURSING EDUCATION NURSING MANAGEMENT CLINICAL NURSE SCIENCE ASSESSMENT AND TREATMENT AND CARE	COMMUNITY NURSING SCIENCE	Roselien.Jonkers@westerncape.gov.za Tel: 044 803 1702
FT	HESS CC	MCUR NURSING DIPLOMA GENERAL NURSE, DIPLOMA MIDWIFE,	MIDWIFE COMMUNITY NURSING SCIENCE NURSING EDUCATION	NURSING ETHOS & PROFESSIONAL PRACTICE	HessC@cput.ac.za

		DIPLOMA NURSE ADMINISTRATION, DIPLOMA EDUCATION DIPLOMA COMMUNITY NURSING SCIENCE	NURSING ADMINISTRATION		Tel : 044 8031703
FT	POSHOLI M	DIPLOMA IN GENERAL NURSING DIPLOMA IN MIDWIFERY BA ADVANCED NURSING (NURSING EDUCATION AND NURSING ADMINISTRATION)	MIDWIFE COMMUNITY NURSING SCIENCE NURSING EDUCATION NURSING ADMINISTRATION	FUNDAMENTAL NURSING SCIENCE/GENERAL NURSING SCIENCE	PosholiM@cput.ac.za Tel: 044 803 1714
FT	FABRICIUS K	MBA B CUR	EDUCATION COMMUNITY HEALTH ADMINISTRATION	GENERAL NURSING SCIENCE	Karin.Fabricius@westerncape.gov.za TEL #: 044 803 1704
FT	WIESE E	DIPLOMA IN GENERAL NURSING, MIDWIFERY, COMMUNITY HEALTH AND PSYCHIATRY B CUR (NURSING ADMINISTRATION AND NURSING EDUCATION)	PRIMARY HEALTH CARE	COMMUNITY NURSING SCIENCE	Wieseh@cput.ac.za TEL #: 044 803 1710
FT	DLAMINE	LECTURER	B CUR NURSING EDUCATION	MIDWIFERY	Xolani.Dlamini@westerncape.gov.za TEL#: 044 803 1712

6. CHANNELS OF COMMUNICATION (ORGANOGRAM)



Western Cape College Of Nursing: Organogram of Senior Management



7. TEACHING AND LEARNING STRATEGIES

The values, caring, integrity, collaboration, accountability, respect and excellence will guide the teaching and learning in a variety of settings to develop the desired graduate\diplomat attributes.

Lectures, case studies, group work, tutorials, debates and independent study, as well as problem based learning, will enable students to acquire fundamental discipline-specific and cultural knowledge and will be instrumental in inculcating good reasoning skills and enquiring minds. Work integrated learning (WIL) will comprise supervised and mentored clinical placements, demonstrations and practice in clinical skills laboratory, completion of portfolios, and clinical case studies. These will assist in the development of excellent clinical skills and sound clinical reasoning.

Materials to be used in teaching and learning, e.g. textbooks, programme guides, clinical portfolios, lectures, paper cases, presentations, different kinds of media input, will be updated annually and as the need arises, to ensure that they remain relevant and made available to students. Taking into consideration the diverse student profile, educational background, levels of academic preparedness, language, ethnicity, religion and nationality - academic support services and personal support services will be made available. Students will be made aware of personal support services which include student counsellors and medical services. A welcoming and supportive learning environment will be established by encouraging open communication. Lecturers will be available for consultation according to set consultation times which will be communicated to students. WhatsApp, E-mail, and Facebook groups will be used, specifically to support teaching and learning. The challenges of multilingualism and academic under-preparedness will be addressed by teaching and learning strategies which support students, including group discussions, debates and poster and oral presentations, role play, case studies, collaborative learning and peer teaching, storytelling, portfolio writing, reflective journaling and experiential learning.

The program has a student-centered approach that offers academic, personal and professional support to ensure the greatest chance of success. Well stocked libraries and almost unlimited access to computer laboratories support teaching activities, and instruction in the use of these facilities are provided so that students from under-resourced environments are able to meet their learning outcomes. Extended hours of operation of such facilities will open access for students who wish to use them after hours.

8. DIPLOMA FOR REGISTRATION AS A NURSE (GENERAL, PSYCHIATRIC AND COMMUNITY) AND MIDWIFE (R425)

The Diploma in Nursing (R425) is a four-year programme, leading to registration with South African Nursing Council as a nurse (general, psychiatric and community) and midwife (see Addendum 2 for admission requirement and registration). The programme consists of a theoretical component (see subject guides for details) and clinical component (see clinical learning guide for details) which must be completed in each academic year.

8.1 Programme objectives for the Diploma for Registration as a Nurse (General, Psychiatric and Community) and Midwife (R425)

Programme objectives

(South African Nursing Council, regulation 425 section 6(2))

Such curriculum shall provide for personal and professional development of the student so that, on completion of the course of study:

- (a) Shows respect for the dignity and uniqueness of man in his social-cultural and religious context and approaches and understands him as a psychological, physical and social being within this context;
- (b) is skilled in the diagnosing of individual, family, group and community health problems and in the planning and implementing of therapeutic action and nursing care for the health service consumers at any point along the health/illness continuum in all stages of the life cycle (including care of the dying), and evaluation thereof;
- (c) is able to direct and control the interaction with health service consumers in such a way that sympathetic and empathic interaction takes place;
- (d) is able to maintain the ethical and moral codes of the profession and practise within the prescriptions of the relevant laws;
- (e) endorses the principle that a comprehensive health service is essential to raise the standard of health of the total population and in practice contributes to the promotion of such a service, bearing in mind factors from within and outside the borders of the country which are a threat to health;
- (f) is able to collaborate harmoniously within the nursing and multidisciplinary team in terms of the principle of interdependence and co-operation in attaining a common goal;
- (g) is able to delineate personal practice according to personal knowledge and skill, practise it independently and accept responsibility therefor;
- (h) is able to evaluate personal practice continuously and accept responsibility for continuing professional and personal development;
- (i) evinces an enquiring and scientific approach to the problems of practice and is prepared to initiate and/or to accept change;
- (j) is able to manage a health service unit effectively;
- (k) is able to provide effective clinical training within the health service unit;
- (l) is acquainted with the extent and importance of the environmental health services and knows the professional role and responsibilities in respect of the services and in respect of personal professional actions where the services are not available;
- (m) is able to promote community involvement at any point along the health/illness continuum in all stages of the life cycle;
- (n) has the cognitive, psychomotor and affective skills to serve as a basis for effective practice and for continuing education.

8.2 Critical Cross-field outcomes

1. Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
2. Working effectively with others as a member of a team, group, organization or community.
3. Organizing and managing oneself and one's activities responsibly and effectively.
4. Collecting, analysing, organizing and critically evaluating information.
5. Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.

6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
7. Demonstrating and understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

8.3 Subject structure

The programme is structured to include subjects which bear credits totalling 120 credits per academic year. The NQF level ranges between level 5 in the first year and level 6 in the second and third years.

8.3.1 Distribution of theory hours over the four-year period.

Subject	First year Hours	Second year Hours	Third year Hours	Fourth year Hours	Total Hours
Fundamental Nursing Science	100				100
Anatomy and physiology	273				273
Applied chemistry & Biophysics	30				30
Microbiology & Parasitology	16				16
Nutrition	16				16
Pharmacology	15	GNS 20 CNS 2 MNS 1	GNS 5 MNS 1	PNS 10	54
Academic development	23				23
General Nursing Science		232	97		329
Social Science		68	68		136
Midwifery Nursing Science		119	119		238
Ethos and Professional practice	40	40	30	80	190
Community Nursing Science	40	118	40	120	318
Psychiatric Nursing Science				190	190
Total Hours	553	600	360	400	1913

8.3.2 Distribution of clinical hours over the four-year period.

Year	GNSA & Fundamental	Community	MNSC	PNSC	Total
First year	600 (15 weeks)	80	0	(20 simulated IPS skills)	680
Second year	880	120	0	0	1000
Third year	240	120	840/21 weeks*	0	1200[30 weeks]*
Fourth year	200	320 hours Minus 40 hrs=320 hrs		600 hours[15 weeks]	1120
Total hours over 4 years	1920	640	920	620	4000hrs

*Approved by Senate: 14 August 2009
Handed to SRC on 23 July 2010*

First year hours:

Medical	Surgical	Paediatrics	Simulation lab	Orientation	First Aid	Paediatrics double counting	Total number of hours
240	240	120	120	40	40	120	920

No double counting is necessary for the first year because at the end of the 4 years the student do have 4000 hours

21 October 2010

8.4 R425 Curriculum
(Modified curriculum of 10 November 2010)

FUNDAMENTAL NURSING SCIENCE (Year one)

Year of Study	Hours	Content
First	100	<p>FUNDAMENTAL NURSING SCIENCE</p> <ul style="list-style-type: none"> * Nursing terminology * Definitions: Health and ill Health * Factors influencing Health and ill-health * Holistic approach * Health team * Maslow's hierarchy of Human needs * Virginia Henderson; 14 Basic needs * Hygienic needs * Internal Homeostasis (temperature-, pulse, blood pressure, respiration, HB and HGT) * Comfort, rest and sleep * Activity needs * Oxygen needs * Fluid and electrolyte needs * Prevention and control of infection * Curative Services * Reactions to Hospitalisation * Scientific method of nursing * Physical examination (first year level) * Record keeping, principles of report writing * Communication * Nutritional needs * Elimination needs * Sensory needs * Safety needs * Medico-legal risks * Patient with surgical problems * Nursing care of the dying patient * Basic nursing care of patients with.: <ul style="list-style-type: none"> -Aggression -Depression -Suicidal tendencies -Anxiety -Who are differently abled <p>FIRST AID</p> <ul style="list-style-type: none"> * Bleeding (haemorrhage) * Fractures * Shock * Poisoning * Unconsciousness * Diverse injuries * Snake bites
First	40	<p>INTRODUCTORY COMMUNITY NURSING SCIENCE</p> <p>Environmental Health</p> <p>Health Care in the R.S.A.</p>

		<ul style="list-style-type: none"> * Primary Health Care * Requirements, Components etc. * National Health plan * Reconstruction & Development Program * Comprehensive Health <p>Health and Illness</p> <ul style="list-style-type: none"> * Dynamics of illness and health * Factors influencing illness * Stages of sickness process, causes and prevention <p>Prevention and control of non-communicable diseases</p> <p>Basic principles of the prevention and control of communicable diseases</p> <p>Health Education as a component of health promotion</p>
First	40	<p>ETHOS AND PROFESSIONAL PRACTICE</p> <p>Orientation</p> <ul style="list-style-type: none"> * Nature of nursing * Definition of nursing * Lines of Communication * Nursing etiquette <p>History</p> <ul style="list-style-type: none"> * Evolution of nursing in South Africa * Development of Nursing Education * Professional Regulation in South Africa * Important role players <p>Profession of Nursing</p> <ul style="list-style-type: none"> * Professional Regulation * Professional Organisations <p>Ethical Aspects</p> <ul style="list-style-type: none"> * Concepts * Codes of conduct <p>Human Rights</p> <ul style="list-style-type: none"> * Constitution of RSA * National Patient's Right Charter * Rights of Nurses <p>International Organisations</p>
Total	180	

BIOLOGICAL AND NATURAL SCIENCES (Year one)

Year of Study	Hours	Content
First	273	<p>Anatomy and Physiology</p> <ul style="list-style-type: none"> * Terminology * Organisation of body * Cell * Tissues * Skin * Bones * Muscles * joints * Blood * Lymphatic System and immunity * Cardio-vascular system * Respiratory system * Urinary system * Reproductive system * Gastro-intestinal tract * Nervous System * Endocrine System * Special senses
First	30	<p>Basic and related Biophysics and Chemistry</p> <ul style="list-style-type: none"> * Terminology * Matter * Atoms * Chemical compounds and reaction * Unit and measurement * Pressure * Heat * Temperature * Electricity * Mechanics * Tools * Energy * Gases and gas laws * Acids, alkalines and salts * Water and Oxygen * Sound waves * Radio-activity * Organic chemistry * Bio-chemistry * Light and sound
First	15	<p>Pharmacology</p> <ul style="list-style-type: none"> * Terminology * Traditional Healer * Sources of Medication * Dosage forms and preparations * Routes for administration * Calculation of dosages of medicine * Medicine control Act (overview) * Pharmaco-dynamics (at first year level) * Pharmaco-kinetics (at first year level)
First	16	<p>Microbiology</p> <ul style="list-style-type: none"> * History * Structure and characteristics of

		<p>micro-organisms</p> <ul style="list-style-type: none"> * Classification of pathogenic micro-organisms * Micro-organisms and ill-health * Growth, culture and identification * Infection and inflammation * Ways of entering the body, spreading in the body * Immunity * Routes of excretion * Methods of disinfection * Factors influencing resistance * Cross and nosocomial infection <p>Parasitology</p> <ul style="list-style-type: none"> * Terminology * Domestic fly and Tsetse fly * Mosquito, cockroach, rodents * External parasites * Internal parasites
First	16	<p>Nutrition</p> <ul style="list-style-type: none"> * A balanced diet * Food groups * Factors influencing energy requirements * Factors influencing the planning of a menu and the daily food intake * General diet education and nutrition within the cultural and religious context * nutritional status and nutritional needs * Fluids * Malnutrition * Deficiency diseases * Special diets * Tube feedings * Baby feeds and calculation thereof * Differences between breast and cow's milks * Factors influencing the nutritional status of the population
Total	350	
	23	Academic Development

GENERAL NURSING SCIENCE (Year two to three)

Year of Study	Hours	Content
Second	252	<ul style="list-style-type: none"> *Cardio-vascular conditions *Surgical nursing (including operating theatre and anaesthetics) *Respiratory conditions *Blood and lymph *Gastro-intestinal conditions *Renal conditions *Gynaecology & Sexually transmitted diseases & HIV *Endocrine conditions *Ear, nose and throat *Metabolic conditions *Paediatrics (integrated) *Pharmacology (integrated in all the above)
Third	102	<ul style="list-style-type: none"> *Dermatology *Ophthalmology *Neurology *Auto-immune Disorders *Urinary/Male Genito-Urinary *Oncology *Orthopaedics * Paediatrics (integrated) *Pharmacology (integrated in all the above)
Total	354	

SOCIAL SCIENCE (Year two to three)

Year of Study	Hours	Content
Second	68	<p>PSYCHOLOGY</p> <p>Introduction to Psychology</p> <ul style="list-style-type: none"> * Psychology as a science * Relevance to nursing * Schools of thought <p>Holistic Approach</p> <ul style="list-style-type: none"> * Physical, psychological, social triad * Psycho-social assessment: framework, importance * Psycho-social correlates of disease * Psycho-social consequences of health and illness

		<ul style="list-style-type: none"> * Factors affecting reactions to illness * Factors affecting reactions to illness and hospitalisation * Psycho-social issues in illness <p>Psychological Homeostasis</p> <ul style="list-style-type: none"> * Definition, relationship to mental health/illness * Affective processes: range, characteristics, development, management of anxious/ aggressive patients * Stress: stress, distress, eustress, stressors, behaviour, thinking, management * Conflict & Frustration: definition, types, sources, reactions, ego defence mechanisms <p>Motivation</p> <ul style="list-style-type: none"> * Concepts, conscious/unconscious, cycle, Maslow's theory and application to patient care <p>Learning Process</p> <ul style="list-style-type: none"> * Definitions, influences, growth, maturation, learning: associative and cognitive, conditioning: classical and operant
Second		<p>Personality</p> <ul style="list-style-type: none"> * Definition, cognitive, conative and affective processes * Concepts: temperament, character, trait * Schools of thought: Freud, Erikson * Influence of heredity and environment * Personality styles and health management <p>Interpersonal skills</p> <p>Development Psychology</p> <ul style="list-style-type: none"> * Theories, determinants Life cycle: pre-natal, infant, toddler, childhood, adolescence, adulthood, ageing <p>Comprehensive Mental Health Care</p> <ul style="list-style-type: none"> * Introduction, causes, classification * Promotion of health, prevention of ill-health <p>Relevance of Psychology to Nursing</p>
Third	68	<p>SOCIOLOGY</p> <p>Introduction to Sociology</p> <ul style="list-style-type: none"> * Sociology as science * Role of sociology within nursing * Contribution of selected theorists * Society: concepts, characteristics, people as social beings * Community: concepts, characteristics, housing and health, urban and rural communities, community and health

	<p>Culture</p> <ul style="list-style-type: none"> * Concepts, material and non-material, sub- and counterculture, change, traits, diffusion, inertia, lag, shock, conflict, relativity, ethnocentrism * Culture and health/health care * Transcultural health care: current problems; characteristics of African and Western communities <p>Socialisation</p> <ul style="list-style-type: none"> * Concepts: role, socialisation * Primary and secondary socialisation, content * Contribution of family, school, occupation, relationships <p>Social Groups</p> <ul style="list-style-type: none"> * Terminology; group, aggregate, category * Criteria of social groups * Primary and secondary groups * Characteristics of various groups * Group dynamics <p>Sociological Processes</p> <ul style="list-style-type: none"> * Social change: concept, sources, influences, effects on health and health care * Associative/dissociative processes: define/differentiate
Third	<p>Social Stratification</p> <ul style="list-style-type: none"> * Concepts: stratification, social class * Criteria which determine class * Class and health * Status, definition, ascribed, achieved, determining factors <p>Social Mobility</p> <ul style="list-style-type: none"> * Concepts, types, consequences <p>Medical Sociology</p> <ul style="list-style-type: none"> * Definitions: health, role * Role of the patient: sick role, self-concept, role conflict * Role of nurse: expressive, instrumental, conflict, typical problems, role stress * Role of the doctor, health team * relationships within health team <p>Social Institutions</p> <ul style="list-style-type: none"> * Concept, criteria, major institutions in community * Hospital as a social organisation, relationships, stress * Family: concept, functions, types, changes <p>Social Pathology</p>

		<p>* Concepts: social control, disorganisation, social problems</p> <p>* Pathologies: description, causes, extent, consequences, prevention: all levels - of the following pathologies: withdrawal, economic, Family. Legal/social care and structure of social services</p> <p>Relevance of Sociology to Nursing</p>
Total	136	

MIDWIFERY NURSING SCIENCE (Year three)

Year of Study	Hours	Content
Third	120	<p>Anatomy and Physiology</p> <p>Normal Pregnancy</p> <ul style="list-style-type: none"> * Embryology * Physiological changes and diagnosis of Pregnancy * Antenatal care and assessment * Determine fetal growth & well-being during pregnancy * Psychological aspects of pregnancy <p>Normal Labour</p> <ul style="list-style-type: none"> * Anatomy – Gynaecoid pelvis & pelvic floor * Anatomy fetal skull * Terminology and mechanism of labour * Physiological changes during 1st, 2nd & 3rd stage of labour * Psychology in labour * Monitoring & management and nursing care 1st stage * Fetal assessment * Pain relief * Monitoring & management of 2nd & 3rd stage <p>Normal Puerperium</p> <ul style="list-style-type: none"> * Physiological changes during puerperium * Nursing care during 4th stage & puerperium * Neonatal feeding * Family Planning * Psychology during puerperium <p>Normal Neonate</p> <ul style="list-style-type: none"> * Physiological adjustment of the neonate * Care of the new-born & resuscitation * Gestational age * Routine daily care * Physiological adjustment problems

		Pharmacology Nutritional/Education Health Education Professional Practice
Third	120	High Risk Pregnancy * Hyperemesis gravidarum * Infection during pregnancy & Teratogens * Grande multipara and elderly primigravida * Hypertension – conditions in pregnancy * Ante-partum Haemorrhage * Intra-uterine growth retardation * Intra-uterine fetal distress * Intra-uterine death * Cardiovascular problems * Renal disorders * Anaemia * Diabetes mellitus * Multiple pregnancies * Pre-term labour * Amniotic fluid disorders/Placental abnormalities High Risk Labour * Abnormal uterine action and C.P.D. * Abnormal fetal positions, presentations * Obstetrical emergencies * Early or premature rupture of membranes * Multiple pregnancy * Inductions * Obstetrical interventions * Complications of third stage High Risk Puerperium * Complications of puerperium * Psychological aspects High Risk Neonate * Nursing care of the High risk neonate * Nutrition of sick & high risk neonate * Respiratory disorders * Jaundice, Haematological disorders * Infections of the newborn * Birth injuries * Congenital abnormalitie * Neonatal mortality Pharmacology Health Education Nutritional/Education Professional Practice
TOTAL	240	

Ethos and Professional Practice (Year one to four)

Year of Study	Hours	Content
First	40	<p>Orientation</p> <ul style="list-style-type: none"> * Nature of nursing * Definition of nursing * Lines of Communication * Nursing etiquette <p>History</p> <ul style="list-style-type: none"> * Evolution of nursing in South Africa * Development of Nursing Education * Professional Regulation in South Africa * Important role players <p>Profession of Nursing</p> <ul style="list-style-type: none"> * Professional Regulation * Professional Organisations <p>Ethical Aspects</p> <ul style="list-style-type: none"> * Concepts * Codes of conduct <p>Human Rights</p> <ul style="list-style-type: none"> * Constitution of RSA * National Patient's Right Charter * Rights of Nurses <p>International Organisations</p>
Second	40	<p>Clinical Teaching</p> <ul style="list-style-type: none"> * Concepts * Therapeutic clinical learning environment * Teaching strategies * Evaluation <p>Human Resource Management</p> <p>* Concepts</p> <ul style="list-style-type: none"> * Delegation * Assignment of Nursing Care * Supervision * Motivation * Time Management * Performance Appraisal * Management of Change * Management of Conflict * Management of Grievances * Disciplinary action * Labour Law <p>Legal Aspects</p> <ul style="list-style-type: none"> * Human rights * Nursing Act * Regulation 387 * Regulation 2598 * Record keeping <p>Ethical codes and Principals</p>

Third	30	<p>Unit Management</p> <ul style="list-style-type: none"> * Concepts * Legislation, Regulations and Policies * Policy making * Procedure * Planning * Organisation * Leadership * Diversity * Decision-making * Management of Private Practice <p>Financial Management</p> <ul style="list-style-type: none"> * Concepts * Budgeting * Cost-conscious nursing practice * Organising equipment and supplies
Fourth	80	<p>Management of Health Promotion</p> <ul style="list-style-type: none"> * Concepts * Causes of ill health * Development of preventive medicine * Ottawa Charter * Approaches to Health Promotion * History of Health Promotion in South Africa * ANC Health Promotion Policy * Information essential for Health Promotion * Behaviour Change in Health Promotion * Communication and Decision making in Health Promotion * Working with groups in Health Promotion * Policy and Health Promotion * Advocacy in Health Promotion * Planning a Health Promotion Project <p>Research</p> <ul style="list-style-type: none"> * Concepts * Research Process * Ethical Principles <p>Disaster Management</p> <p>Quality Control</p> <ul style="list-style-type: none"> * Concepts * Elements of Health Care Quality * Quality Improvement Cycle
Total	190	

COMMUNITY NURSING SCIENCE (Year one to four)

Year of Study	Hours	Content
First	40	<p>INTRODUCTORY COMMUNITY NURSING SCIENCE</p> <p>Environmental Health</p> <p>Health Care in the R.S.A.</p> <ul style="list-style-type: none"> * Primary Health Care * Requirements, Components etc. * National Health plan * Reconstruction & Development Program * Comprehensive Health <p>Health and Illness</p> <ul style="list-style-type: none"> * Dynamics of illness and health * Factors influencing illness * Stages of sickness process, causes and prevention <p>Prevention and control of non-communicable diseases</p> <p>Basic principles of the prevention and control of communicable diseases</p> <p>Health Education as a component of health promotion</p>
Second	120	<p>Introduction to family health</p> <p>Communicable diseases</p> <p>Rehabilitation</p> <p>Community Support systems</p> <p>Emergency / Disaster in Community</p> <p>Introduction to epidemiology</p> <p>Reproductive Health</p>
Third	40	<p>Occupational health</p> <p>Epidemiology and Bio-statistics</p> <p>Gerontology</p> <p>Family health – School Nursing</p> <p>Genetics</p>
Fourth	120	<p>Community Development process</p> <p>Family health</p> <p>Primary health care</p> <p>Reproductive Health</p> <p>International and National Health</p> <p>Organisations</p> <p>Legislation with reference to community</p> <p>Management of a community health centre</p>
Total	320	

*Pharmacology 2 hours included

PSYCHIATRIC NURSING SCIENCE (Year four)

Year of Study	Hours	Content
Fourth	200	<p>Psychiatric Nursing Skills</p> <ul style="list-style-type: none"> * Communication * Nurse-patient-relationship * Interviewing * Therapeutic environment * Institutional neurosis * Group activity * Crisis & Crisis Management * Transcultural Psychiatric Nursing * Acts and Regulations * Mental Health Assessment * Mental Health Team * Rehabilitation * Psychiatric patient in the community <p>Psychopharmacology</p> <p>Psychopathology/DSM-IV-Classification (Causes and characteristics)</p> <ul style="list-style-type: none"> * Mental illness classification <ul style="list-style-type: none"> - delirium - dementia * Schizophrenia <ul style="list-style-type: none"> - Catatonic - Paranoid - Schizo affective - Acute reactive * Mood disorders <ul style="list-style-type: none"> - major depression - manic disorder - bipolar disorder * Anxiety disorders <ul style="list-style-type: none"> - panic disorder - acute stress disorder - post traumatic disorder - phobias - obsessive – compulsive disorder

<p>Fourth</p>		<ul style="list-style-type: none"> * Somatoform disorder <ul style="list-style-type: none"> - conversion - hypochondriasis * Dissociative disorder <ul style="list-style-type: none"> - dissociative identity disorder - dissociative amnesia - dissociative fugue * Personality disorders <ul style="list-style-type: none"> - concepts and characteristics * Eating disorders <ul style="list-style-type: none"> - bulimia - anorexia nervosa * Affective disorder <ul style="list-style-type: none"> - anxiety - guilt feelings - depression * Adjustment disorder <ul style="list-style-type: none"> - concepts and characteristics Management of: * Thought disorders * Disorientation * Hallucinations * Low self image * Behaviour: <ul style="list-style-type: none"> - aggression - manipulation - self-destruction - hyperactivity - compulsiveness - paranoia - social withdrawal - demanding - dependency - attention seeking Behaviour Therapy * Limit setting * Operant conditioning concepts, * Principles and applications
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Fourth		<p>Child behavioural disorders</p> <ul style="list-style-type: none"> * Autism * Attention deficit/hyperactivity * Rumination <p>Community Psychiatric Nursing</p> <ul style="list-style-type: none"> * Rehabilitation * Discharge planning * After care plan * Follow up/home visit * Implications for psychiatric patient in the community * Community involvement * Services in the community <p>Mental retardation</p> <ul style="list-style-type: none"> * Classification * Training principles * Stimulation/teaching of new tasks * Communication * Toys * Evaluation * Day care centres * Placement in the community/work <p>Nursing interventions</p> <ul style="list-style-type: none"> * Additional therapy; ECT * Behaviour modification
Total	200	

8.4.1 Evaluation system of the curriculum

- **Formative Assessment**

A continuous assessment system for both theory and clinical components is established throughout the teaching/learning period by any/a combination of the following: tests, projects, assignments, case studies and clinical evaluations.

The continuous assessment mark in any given component contributes 50% to the final examination mark.

- **Summative Assessment**

Contributes 50% to the final examination mark.
All examinations are moderated by the designated university.

	FIRST SEMESTER	SECOND SEMESTER
**First year	- FNS and EPP *(T) - BNS	- FNS and EPP (T and P) - BNS
**Second year	- GNS 2 (T) - Social Sciences 1	- GNS 2 (T and P) - Social Sciences 1
Third year Group A	- GNS 3 (T and P) - Social Sciences 2	- MNS (T and P)
Group B	- MNS (T and P)	- GNS 3 (T and P) - Social Sciences 2
Fourth year Group A	- CNS (T and P) - carried through from 2 nd year - EPP (T and P) – carried through from 2 nd year	- PNS (T and P)
Group B	- PNS (T and P)	- CNS (T and P) - carried through from 2 nd year - EPP (T and P) – carried through from 2 nd year

** Different content presented in first and second semester

T	=	Theory
P	=	Practica
FNS	=	Fundamental Nursing Science
BNS	=	Biological Nursing Science
EPP	=	Ethos and Professional Practice
GNS	=	General Nursing Science
MNS	=	Midwifery Nursing Science
CNS	=	Community Nursing Science
PNS	=	Psychiatric Nursing Science

8.4.2 Provision for enrolment with SANC

This addendum should be read in conjunction with the document (table on p. 4) reflecting the total hours allocated to the four years of training

1. Students who do not progress beyond the first year.

These students require **1000** clinical hours but only have **920** clinical hours.

These hours can be obtained in the following manner:

- A further **80** hours placement in the clinical facilities at the end of the year

2. Students who do not progress beyond second year:

These students require **2000** clinical hours but only have **1920** clinical hours.

These hours can be obtained in the following manner:

- **80** hours clinical placement at the end of the year/simulated practica

9. CLINICAL LEARNING FRAMEWORK FOR THE PROGRAMME

(See policy on Work Integrated Learning and Student placement, Addendum 8)

The clinical learning framework of the programme is based on the principles of workplace integrated learning. Work integrated learning (WIL) integrates academic learning with community based experiential learning that is structured, monitored and assessed to meet the outcomes of the program.

Clinical workplace learning will be in the form of placements in accredited clinical areas for professional practice and it is integrated into the formal learning program. Clinical workplace learning is an essential part of the programme and it is meant to encourage meaningful learning where theory and practice can be fully integrated.

Students will be expected to

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

Lecturers and Clinical supervisors will monitor the students in the workplace and ensure that all learning outcomes are met. Students will also be guided and mentored by workplace supervisors. Records of all contact sessions and clinical assessments will be kept. Attendance of work integrated learning (WIL) is mandatory. Students are required to complete all WIL hours and all the activities and requirements as identified in the Work integrated learning (WIL) Portfolio.

Please Note that NO qualification will be awarded unless all hours have been worked and submitted before the end of the four year programme.

Work integrated learning (WIL) is divided into the following areas: learning in a simulation laboratory, self-directed learning and learning which includes placement for learning and placement for role taking at a health care facility.

9.1 Distribution of clinical hours over the four-year period.

(See Subject and Clinical learning guides for details)

Distribution of clinical hours.

Year	GNSA & Fundamental	Community	MNSC	PNSC	Total
First year	600 (15 weeks)	80	0	(20 simulated IPS skills)	680
Second year	880	120	0	0	1000
Third year	240	120	840/21 weeks*	0	1200[30 weeks]*
Fourth year	200	320 hours Minus 40 hrs=320 hrs		600 hours[15 weeks]	1120

Total hours over 4 years	1920	640	920	620	4000hrs
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*Approved by Senate: 14 August 2009
 Handed to SRC on 23 July 2010*

First year hours:

Medical	Surgical	Paediatrics	Simulation lab	Orientation	First Aid	Paediatrics double counting	Total number of hours
240	240	120	120	40	40	120	920

*No double counting is necessary for the first year because at the end of the 4 years the student do have 4000 hours
 21 October 2010*

The clinical teaching methodology involves demonstrations of clinical skills by expert clinical facilitators in a variety of settings. These settings include clinical areas, clinical skills laboratories and classrooms. Demonstrations could be performed live or by means of videos and other media. Teaching methods may include role plays and simulations. Students will be given an opportunity to practise their skills under the supervision and guidance off a clinical facilitator or mentor. Students will be orientated and prepared for clinical placements.

Facilities for clinical placement will include accredited health institutions including

- Level one to three Hospitals
- Day Hospitals
- Clinics
- Midwife Obstetric Units (MOU)
- Old age homes

10. REFLECTIVE PRACTICE

(See policy on Student Reflection on Teaching and Learning, Addendum 8)

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.

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

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

Students are encouraged to reflect e.g. after each week of theory and clinical practice ask yourself the following questions:

- What did I experience this day/week (**concrete experience**)
- Who was involved, what happened, how did it happen? (**Reflective observation**)
- How does this (experience) link to my learning outcome or the program? What does the book/theory say about this? (**abstract conceptualization**)
- What can I do now, that I could not do before? In future when I encounter the same situation, how will I apply knowledge gained from this experience? (**active experimentation**)

11. TRANSPORT TO CLINICAL PLACEMENTS

(See policy Student transport policy, Addendum 13)

- a) Students will be provided with the necessary transport pass in the form of their student card.
- b) No students are allowed to make contact with the transport officer to make alternative arrangements for the transport to collect them at any time other than the scheduled collection times
- c) Students making arrangements with bus drivers to collect them outside the official collection times will be billed for ad hoc transport requests
- d) No transport will be allowed for the make-up of deficit hours.
- e) Transport to and from the clinical facilities will only be available to all students at 06:00 in the morning and 19:00 in the evenings.
- f) All students must report to the designated waiting area at the educational facility at the time stipulated on the notice board.
- g) However, should students miss the transport; WCCN will not supply alternative transport.

12. CLASS AND CLINICAL ATTENDANCE

Attendance of all the classes is compulsory. Should you miss a class, a formal, written apology is required for missing a written test, examination or practical assessment. (See Examination policy, page 55).

In the event of you missing a class, the onus will be on you to be updated on what you have missed. No additional notes will be made available for learners if they were absent from classes when the material

was presented. Please ensure that you ask a fellow learner to collect any hand-outs that were distributed in class, for you.

Non-attendance will negatively impact on your study achievements and therefore a 100% attendance should be aimed for. An attendance register will be present at each class. Please ensure that you sign it.

The class attendance record is submitted to SANC on completion of training. SANC requires academic class attendance and clinical practice (WIL) attendance as proof that you completed the minimum requirements for registration as Registered General Nurse.

Punctuality is essential and will ensure that you neither miss any content nor disturb the rest of the class by arriving late. All lectures will commence on time, as noted in your study programme. Adherence to punctuality during the practical component is equally important. Students are required to complete all clinical hours as scheduled and must complete requirements as identified in the Clinical learning workbook. If the student is unable to report for the planned clinical learning, the student must inform the person in charge of the ward / department where the clinical learning will occur. In the event of public holidays that occur during clinical learning, the lecturer will arrange when clinical hours that are missed as a result of a public holiday must be worked back.

13. AVAILABLE RESOURCES FOR STUDENTS (See policy on Library access, Addendum 24)

The following services are available upon access to WCCN libraries printing, photocopying, binding, laminating, and scanning. Printing, binding, laminating and photocopying services are provided at a reasonable cost. Scanning is free in all branch libraries. WCCN libraries provide computer access to internet and library resources are for WCCN staff and registered students only. Off-campus grants them access to electronic resources outside WCCN premises. Computer access is available in the library and the computer laboratories based on the various WCCN campuses. Access to services and facilities apply to

- Electronic resources- Library catalogue, Databases, Ejournals, Repositories
- Inter Branch loans- requesting books among WCCN libraries (Athlone, Stikland, Worcester and George)
- Interlibrary Loans- Depends on CHELSA agreement
- Groups study rooms
- Meeting Rooms
- Study space
- Information literacy Training
- Research Commons

Recreational space and facilities are available for students for use during leisure breaks. Sports facilities and clubs are based at the various campuses. Catering facilities are provided for resident and non-resident staff.

Psychological support and wellness services are offered on request.

There are well-equipped skills laboratories available to the students at the campuses. The students will attend clinical demonstrations and have an opportunity to practice their skills in the skills laboratories under simulated conditions.

Students also have access to student representative structures and processes to raise their concerns and ensure students' rights.

14. EXAMINATION POLICY

Examination and Promotion Policy: 2004

Ex Senate meetings: 7 July 2003, 3 October 2003, 23 April 2004 & 21 May 2004, 5 NOVEMBER 2004 & 26 NOVEMBER 2004, 12 December 2005, 24 MARCH 2006, 13 OCTOBER 2006, 24 NOVEMBER 2006, 12 October 2007, 05 September 2008, 21 November 2008, 14 August 2009; 02 DECEMBER 2010; 09 September 2011; 07 September 2012; 16 November 2012; 26 April 2013

THE ASSESSMENT POLICY AND EXAMINATION RULES ARE APPLICABLE TO the following SOUTH AFRICAN NURSING COUNCIL DIPLOMA PROGRAMMES OFFERED AT THE COLLEGE:

R425

The College Senate retains the right to revise its examination and promotion rules periodically. Any alterations to these rules shall, on the date specified in the notice of promulgation, be published on the notice boards and become binding for all candidates.

PREAMBLE

- The assessment system shall include continuous and summative assessment of both the theoretical and clinical components.
- All continuous assessments count towards a minimum entry requirement.
- If specific practical core competencies are a pre-requisite students must be found competent in all of these.
- **Applicable to the R425 Four-year Diploma only:**
 - These Examination Rules [particularly those regarding deferment and progression] must be read in conjunction with the Provincial Government Western Cape: Departmental Policy for Full-time Higher Education Bursaries
 - In terms of the Provincial Government Western Cape policy a student will have a maximum of six [6] years from the year of first registration in which to complete the programme. Three [3] years will be allowed for completion of the first two years of training, and three years for completion of the third and fourth years of training. Refer also to Rules for Progression (point 10).
 - Extended Curriculum Programme (ECP): refer to paragraph 2.7

1 **CONTINUOUS ASSESSMENT**

- 1.1 A sub-minimum achieved in a system of continuous assessment secures entry to theory and practical summative assessments.

- 1.2 The continuous assessment contributes 50% to the final examination mark [FEM] **except:**
- 1.2.1 where a student has not achieved a sub-minimum of 50% in a practica examination (See 3.2).
- 1.2.2 where a student obtains at least 50% in an examination mark and the continuous assessment mark causes him/her to fail.
- In these cases the continuous assessment mark is not taken into account.

2 **SUMMATIVE ASSESSMENT**

The summative assessment is taken as a **1st Opportunity examination**, or as a **2nd Opportunity examination** when the 1st Opportunity examination was deferred or failed.

2.1 **Duly Performed [DP] criteria for entry to Examinations**

2.1.1 **Theory requirements:**

The following entry criteria apply:

- a minimum Continuous assessment mark of **35%**
- all assignments must be completed and handed in by the given due date
- all continuous assessments must be done by students to obtain entry to the theory examination
- a student must have a record of a **minimum of 65%** classroom attendance per subject per semester/per year.

2.1.2 **Practica requirements:**

The following entry criteria apply:

- a minimum Continuous assessment mark of **40%**
- all assignments must be completed and handed in by the given due date
- all continuous assessments must be done by students to obtain entry to the
- practica examination

2.1.3 **Penalty for non-compliance with the theory and practica requirements:**

- **Theory:**
 - a student will **not** gain entry to the theory examination.
 - in those subjects namely Ethos and Professional Practice and Community Nursing Science, for which no examination is scheduled in the second and third year, the progression rule as set out

in 11.2 will apply, namely, in all years, all subjects have to be passed and all theory and practical requirements must be met before a student may progress to the next year of study.

- **Practica:**

- a student will **not** gain entry to the practica examination.

2.1.4 It is the student's responsibility to apply to the College Management if he/she wishes to cite and prove special circumstances for non-compliance with the theory or practica requirements.

2.2 **1st Opportunity Examination**

The 1st Opportunity examination is considered to be the "primary" examination.

2.3 **2nd Opportunity Examination**

2.3.1 A student who fails or defers the 1st Opportunity examination has the opportunity to take the 2nd Opportunity examination.

2.3.2 This examination will have the same content, format and duration as the 1st Opportunity examination.

2.3.3 A student who fails a 1st Opportunity examination that consists of two [2] examination papers [paper 1 & paper 2] will have to take a 2nd Opportunity examination in the paper/s that has a mark below 50%.

2.3.4 There is no provision for second opportunities in continuous assessments.

2.4 **Deferred Examination/Deferred continuous assessment**

2.4.1 The following rules for deferment of an examination shall apply to theory and practical examinations and to continuous assessments:

2.4.1.1 The College Management may grant a deferment to a student who is unable to take an examination/continuous assessment and who has applied for such a deferment according to the prescribed procedure below.

2.4.1.2 A student shall apply in writing to the Head of College for a deferment.

2.4.1.3 The Head of College must receive the application within three (3) working days after the date of the 1st Opportunity examination/continuous assessment. The deadline is 16:00 on the 3rd day.

- In the case of **ill health**, a student shall submit an authentic medical certificate and/or verifiable supporting documents;

- In the case of **reasonable and verifiable circumstances**, a student shall submit supporting documents.

2.4.1.4 Where a subject has two (2) examination papers, a student may apply for deferment of the paper that has not been written.

2.4.1.5 If a student fails a Deferred examination in a subject **there will not be another opportunity until a next examination cycle to take a further examination in that particular subject.** (For the only exception to this rule, see 2.6)

2.4.1.6 Students may **only repeat a component of a subject (theory or practica) once**, i.e. a maximum of four (or in the case of the fourth year, six) examinations in other words two examination cycles in total, provided the rule governing the completion of the first two years of training in three years and the third and fourth years of training three years is not transgressed (see preamble). The training of students who do not meet these requirements will be discontinued/terminated.

2.5 **Extra-ordinary circumstances**

Under extra-ordinary circumstances, (if the first and/or second opportunity **examinations** were missed and if approved by Senate), a further opportunity may be considered, but if granted will be taken at the next examination cycle for that subject.

If a first and/or deferred **continuous assessment** was missed, and if approved by Senate, a further opportunity may be considered, but if granted will be taken before the next examination.

PLEASE NOTE: Students who do not follow the above procedure for application for deferment will not be allowed to take the deferred examination/deferred continuous assessment.

2.6 **Third opportunity examination**

In the light of the Health Services' dire need for Professional Nurses the Senate has made a special provision **only** for R425 **fourth year** students, who after **failing a second opportunity/deferred examination in a 4th-year subject**, may have **one** more opportunity (called the third opportunity examination) to take the examination(s).

NB: There is no deferment for a 3rd opportunity examination.

Students who qualify to do a 3rd opportunity examination fall in one of the following categories:

2.6.1 No time available to repeat the subject:

- These students take the third opportunity examination as a final attempt to complete the course.

- 2.6.2 Time available to repeat the subject:
- These students must simultaneously register as a student and commence with their next semester or repeating the subject while they await the results of the third opportunity examination.
 - Students who fail a subject(s) in the **first** semester of the 4th year will take the third opportunity examination in **August**
 - Students who fail a subject(s) in the **second** semester of the 4th year will take the third opportunity examination in **January**.

2.6.4 There will be no special programs for students who fail a third opportunity examination.

2.6.5 The 3rd opportunity examination will have the same content, format and duration as the 1st opportunity examination and will be moderated by the appointed University for the subject concerned.

2.6.6 The marks for 3rd opportunity examinations will be calculated according to the same criteria as for 1st and 2nd opportunity examinations.

2.6.7 All the Examination Rules are applied to 3rd opportunity examinations.

2.7 Extended curriculum program [ECP]

2.7.1 Students on the ECP will only take a summative assessment [1st and 2nd Opportunity Examination] per subject at the **end** of the academic year.

2.7.2 Continuous assessments per subject will be taken throughout the academic year.

2.7.3 All continuous assessment marks will be utilised as stipulated in the examination rules. See point 1 [Continuous Assessment] and point 2 [Summative Assessment].

2.7.4 Students on the ECP, who fail the summative assessment, in either the first or the second year of the ECP, will have their training discontinued on academic grounds.

2.7.5 On progression to the second year of the R425 course, a maximum of two [2] years is available to complete the second year of the course, and a maximum of three [3] years is available for completion of the third and fourth years of the course.

2.7.6 With the above exceptions all other Examination Rules apply to students on the ECP.

3 CRITERIA FOR A PASS

3.1 Theory

In order to pass, a student must achieve the following:

- 50% in the final examination mark [FEM] **or** 50% in the examination mark [EM] (see 1.2).

3.2 **Practica**

In order to pass, a student must achieve the following:

- a **sub-minimum** of 50% in the examination mark [EM]

4 **CALCULATION OF THE FINAL EXAMINATION MARK**

GUIDING PRINCIPLES:

- **The marks for *all* examinations will be calculated according to the same criteria**

4.1 The final examination mark [FEM] for theory and practica will be calculated as follows:

50% of the examination mark [EM]

+

50% of the continuous assessment mark

4.2 Exceptions to the above:

4.2.1 Where a student does not achieve a sub-minimum of 50% in a practica examination

4.2.2 Where a student obtains at least 50% in an examination mark and the continuous assessment mark causes him/her to fail.

In these cases the continuous assessment mark is not taken into account.

4.3 In the event of a theory examination with two papers, the examination mark [EM] will be calculated as follows:

50% of mark achieved in paper 1 + 50% of mark achieved in paper 2.

4.4 In the event of one of two papers having been written in a 2nd Opportunity theory examination the EM is calculated as follows:

50% of mark achieved in re-written paper + 50% of mark achieved in the paper that was passed.

5 **PUBLICATION OF RESULTS**

5.1 The examination result of a student who does not achieve the **sub-minimum** in the **Practica** examination will be published as a fail.

- 5.2 2nd Opportunity examination results after a failed 1st Opportunity examination will be published as pass or fail with no percentage given.

6 **CONDONEMENT**

A **maximum** adjustment of **2%** in both the theory and practica component of a subject will be applied **once** in the examination cycle only to the **final examination mark [FEM]** to pass or to obtain distinction in an examination. In a second opportunity the mark may not be condoned to a distinction, unless the second opportunity serves as a deferred examination. See point 4.1 for explanation of the final examination mark.

7 **DISTINCTION**

To obtain a distinction a student must have obtained 75% in the Final Examination Mark [FEM].

8. **REVIEW OF EXAMINATIONS**

- 8.1 A review of each subject's theory examination will take place within three (3) working days after the publication of the examination results. The date, time and venue will be published together with the examination results.
- 8.2 The review is specifically aimed at students who have failed that examination or who think they may want to consider a remark or recount for distinction.
- 8.3 There will be **no** other opportunity for a review of the examination.
- 8.4 It is the student's own responsibility to take note of the date, time and venue as published with the examination results.
- 8.5 No students will be allowed into the venue once the review has commenced.
- 8.6 Procedure at review:
- 8.6.1 The review will take place under supervision of the head of department
- 8.6.2 Invigilators e.g. subject lecturers in the ratio of 1:20 will be present.
- 8.6.3 Students will be seated and on presentation of their college student card will be issued with their own examination script. Students are not allowed to bring any pens, pencils or paper into the venue.

- 8.6.4 A subject lecturer will review the memorandum point for point to the group as a whole.
- 8.6.5 No discussion of any nature, or adding or disputing of marks will be allowed.
- 8.6.6 After the review students will remain seated until all the scripts are collected.
- 8.6.7 No student will be allowed to remove any examination scripts from the review venue.
- 8.6.8 A review will last a maximum of one (1) hour.
- 8.6.9 After the review students can decide whether they want to activate the recount or remark process according to the procedure described below.
- 8.7 A student who wants to review a practica examination must apply in writing to the Head of College within three (3) working days from publication of the examination results. The deadline is 16:00 on the 3rd day. If he/she wants to proceed to a recount, the procedure for a recount of marks must be followed.

9 **RE-COUNT OF MARKS**

- 9.1 A student who has failed any examination may request a re-count of the marks in an examination script/practica mark sheet.
- 9.2 Request for re-count:
- 9.2.1 A **written request** from a student for a re-count of theory marks must be received by the Head of College **within three (3) working days** from the date of the **examination review**. The deadline is 16:00 on the 3rd day.
- 9.2.2 A **written request** from a student for a re-count of practica marks must be received by the Head of College **within three (3) working days** from **publication** of the **examination results**/from the **date** of the **examination review**. The deadline is 16:00 on the 3rd day.
- 9.3 A fee per script as determined annually by Senate is to accompany the written request in order to activate the commencement of the re-count process.
- 9.4 If, after the re-count, a student passes the examination there will be a 100% refund of the fee.
- 9.5 If, after the re-count, a student still does not pass the examination, irrespective of more marks having been found, there will be no refund.

9.6 The re-count shall be done by an independent person not on the establishment of the Western Cape College of Nursing or of the moderating university for that subject, approved by an Examination Committee.

10 **RE-MARK OF THEORY EXAMINATION SCRIPTS**

10.1 A student who has failed an examination may request a re-mark of an examination script.

10.2 A **written request** from a student for a re-mark of an examination script must be received by the Head of College **within three (3) working days** from the date of the **examination review**. The deadline is 16:00 on the 3rd day.

10.3 A fee per script as determined annually by Senate is to accompany the written request in order to activate the commencement of the re-mark process.

10.4 The re-mark shall be done by an independent marker, approved by an Examination Committee:

- The independent marker should be a specialist in his/her subject and not on the establishment of the Western Cape College of Nursing or of the moderating university for that subject;
- The name of the independent marker may be announced after the final results are published only with the consent of the independent marker.

10.5 The Departmental Head, in conjunction with the relevant lecturer, takes note of the findings and report of the independent marker prior to the submission of the marks to the Examination Committee for ratification.

10.6 Calculation of marks:

- The independent marker's mark is binding;
- The relevant examination protocol will be applied for a recalculation of the mark to obtain a final examination mark;
- The recalculated mark is presented to an Examination Committee for ratification

10.7 If, after the re-mark, a student passes the examination there will be a 100% refund of the fee charged for each examination script that was positively affected.

10.8 If, after the re-mark, a student still does not pass the examination, irrespective of more marks having been found, there will be no refund.

10.9 On ratification of a re-marked examination at an examination committee, the final examination marks will be published as applicable for all other examinations i.e. percentages given in the case of 1st Opportunity examinations and pass/fail in the case of 2nd Opportunity examinations.

11 RULES FOR PROGRESSION

11.1 In all years, all subjects have to be passed and all theory and practical requirements must be met before a student may progress to the next year of study.

11.2 Progression from one semester to another **within** a year of study as per year program:

- All outstanding clinical hours need to be made up before the next semester commences. (Subject to Policy: Attendance, Absenteeism and Deficit Clinical Hours 2.5). In *exceptional* circumstances, a maximum of 80 clinical hours may be made up at the end of a year. (See Policy: Attendance, Absenteeism and Deficit Clinical Hours 2.5).
- A student that fails a subject or subjects in a semester may progress to the next semester of **that** same year of study, providing that there is no deficit in clinical hours, e.g. in the 4th year a student can continue with PNS if he/she failed EPP.
- The failed subject or subjects can be repeated in a semester when that subject is next presented according to the year program. This rule is conditional to the time available to complete the course.

11.3 A student may only repeat a subject (theory or practica) if s/he has proof of 100% compliance with clinical hours by the relevant due date, and subject to the College policy regarding time allowed for completion of programmes.

11.4 A student retains credit for those subjects passed.

11.5 A student who has failed and must repeat theory and/or practica, must repeat all the continuous assessments and examinations related to the theory and/or practica for that subject as planned for the semester and/or year, whichever is appropriate.

11.6 Clinical placement requirements for students repeating a component:

- Students repeating theory **or** practica in the first year must undergo 200 hours clinical placement
- In the 2nd, 3rd or 4th year, only students repeating the practica component of a subject must undergo 200 hours clinical placement appropriate to the subject being repeated.
- Students repeating a component of a subject in a particular semester, may, after completion of any prescribed clinical hours for that component (see 11.7 bullet 1 and 2) make up any deficit clinical hours in another subject.

11.7 A student awaiting the result of a second opportunity examination, may, *provisionally*, commence a following year. This is subject to:

- rule 11.1
- passing the second opportunity examination
- the year program being able to accommodate the student

If said student does not pass that examination, s/he will be withdrawn.

15. MARKING AND TURNAROUND TIME FOR FEEDBACK TO STUDENTS

Assessment results are published 10 days after the assessment date. Students can expect feedback within five days of publication of the results.

16. ACADEMIC DISHONESTY

(See policy on Plagiarism, Addendum 5)

Committing plagiarism is unacceptable to the WCCN, and there are serious ramifications for any person found guilty of plagiarism. It is the representation of another person's ideas, research expressions, computer code, design artefacts or work as one's own

Levels of Plagiarism/academic misconduct/unethical conduct	<p>Examples of plagiarism may include (but are not limited to):</p> <ul style="list-style-type: none"> • Copying from print or electronic sources into one's own work • Imitating existing designs in one's own work • Copying another student's assignment or part thereof • Overuse of sources • Disguising copying by manipulation of wording • Paraphrasing without citation • Self-plagiarism (repeating own previously published research without acknowledgement) • Similarity percentage exceeding 50%
Level One	<ul style="list-style-type: none"> • Level One plagiarism is a first instance of offence on entry level (first year), such as omission of references, imitative paraphrasing, using a single source (monophrasing), or a degree of verbatim copying. • The latter will include verbatim copying without acknowledging sources, as well as extensive verbatim copying even with acknowledgement. (This is regarded as minor carelessness or minor neglect, rather than intention to mislead). • Similarity percentage exceeding 50%
Level Two	<p>Level Two plagiarism is a repeat offense of Level One, and applies to first year students only</p> <p>Similarity percentage exceeding 48%</p>
Level Three	<p>A third offence in the first year, or any form of plagiarism committed after the first year by an undergraduate student is regarded as Level Three plagiarism.</p> <p>Similarity percentage exceeding 45%</p>

Level Four	<p>Any act of plagiarism, academic misconduct/unethical conduct committed by a postgraduate/post basic candidate, researcher or a member of the academic staff. (see annexure 1 Declaration of Authenticity)</p> <p>e.g.</p> <ul style="list-style-type: none"> ▪ Word-for-word copying without referencing or acknowledgement of source. ▪ Fraud: outright purchase or copying of an entire paper, perhaps with a new introduction and conclusion added. In some cases, such copying may entail copyright infringement. (Ehrlich, 2011). ▪ Substantial plagiarism: widespread or considerable borrowing/lifting of extensive pieces of material, passing off borrowed passages as original, failure to indicate quoted evidence or give bibliographical sources or other appropriate credit. (Ehrlich, 2011). ▪ Not referencing or acknowledgement of all sources used in text or in the reference list. • Repetition, with alteration of selected words or phrases of someone else’s work without referencing or acknowledgement of source. ▪ Paraphrasing of sentences, paragraphs or themes, i.e. taking a quotation and rewriting or summarising it in your own words without appropriate references resubmitting identical work which has already been submitted by same student previously without referencing or acknowledgement of source. ▪ Presenting data developed or collected by someone else as one’s own work. ▪ Being involved in unethical conduct and any form of academic dishonesty e.g. Cheating etc. ▪ Similarity percentage exceeding 45%
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17. CONSENT AND INDEMNITY
(See policy on Indemnity, Addendum 16)

Students will be required to sign a waiver form to indemnify the college and the clinical areas against any claims of any nature for the duration of the programme.

The student will also sign a pledge to maintain the utmost level of confidentiality at all times.

All students will be responsible for ensuring their own Professional Indemnity. Professional indemnity can be obtained from most unions or malpractice insurance cover can be secured from Insurance providers.

On registration students will be requested to provide proof of indemnity.

Students will not be able to participate in Work Integrated Learning without Professional Indemnity.

18. IMMUNIZATION E.G. HEPATITIS
(See policy on Work Integrated Learning and Student placement, Addendum 8)

Students are potentially at risk of occupational exposure to communicable diseases for example Hepatitis. Therefore, all students are strongly advised to obtain the necessary immunization prior their

clinical placements for their own protection. Students must provide proof that they have received the necessary immunizations as a precondition for placement in clinical areas.

19. NEEDLE STICK INJURY

(See policy on Work Integrated Learning and Student placement, Addendum 8)

Needle stick injuries in the clinical areas pose the potential risk for HIV exposure and should be prevented and managed according to the above-mentioned policy.

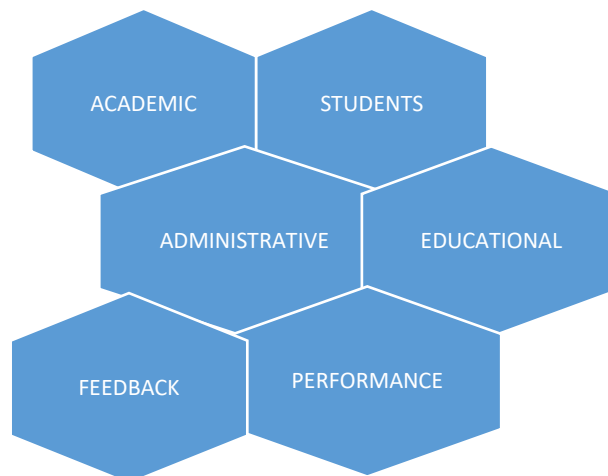
Prompt reporting of needle stick injuries to the clinical supervisor in the clinical area will ensure that post- exposure procedures can be followed to protect the health of the student.

20. MODULE / SUBJECT EVALUATION

(See policy on Subject review, Addendum 25)

This policy covers the process of gathering evidence and making judgements about an **educator's and student's performance** in relation to standards and qualifications. The policy outlines the process whereby such evidence is reviewed for the purpose of continuous improvement and innovation.

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).



CONCEPTS OF REVIEW POLICY COMPONENTS

21. CONTINGENCY PLANS

(See policy on Contingency plan, Addendum 9)

The safety of students and staff is of the utmost importance and a contingency plan will be implemented to safeguard the interests of students and staff should the need arise.

The students are advised to pay attention to safety issues and adhere to instructions which may follow the activation of a contingency plan to reduce the risk of loss damage or injury.

22. AVAILABLE EXTRA-CURRICULAR ACTIVITIES

Students have a choice of extra-curricular sporting, cultural or social activities and group to suit their interests as planned by the student representative council.

23. GLOSSARY

These action verbs are included in your assessment instructions to make clear what is expected of you as a student. Please study them and make sure that you understand the meaning of each.

Analyse: Identify parts or elements of a concept and describe them one by one. E.g. analyse the research processes and describe each aspect in detail.

Compare: Point out similarities [things that are the same] and the differences between objectives, ideas or points of view. The word contrast can also be used. When you compare two or more objectives, you should do it systematically - completing one aspect at a time. It is always better to do this in your own words e.g. compare the British health system with the South African Health System.

Criticise: This means that you should indicate whether you agree or disagree about a certain statement or view. You should then describe what you agree or disagree about and give reasons for your view e.g. write critical comments about the practical experience of an undergraduate student nurse.

Define: Give the exact meaning of something. Very often you have to learn definitions by heart; e.g. define the concept Community Development.

Demonstrate: Include and discuss examples. You have to prove that you understand how a process works or how a concept is applied in real-life situations e.g. give a written demonstration of the application of the research process in clinical nursing.

Describe: Say exactly what something is like, give an account of the characteristics or the nature of something, and explain how something works. No opinion or argument is needed e.g. describe the characteristics of philosophical thought.

Discuss: Comment on something in your own words. This often requires debating two viewpoints or different possibilities e.g. discuss the differences between meta-theoretical and theoretical assumptions.

Essay: An extensive description of a topic is required e.g. write an essay on the value of philosophy for the nurse researcher or e.g. outline the major features of qualitative research.

State: Supply the required information without discussing it e.g. state three functions of the community health nurse.

Summarise: Give a structured overview of the key [most important] aspects of a topic. This should always be done in your own words.

Clarify: Explain in order that something is easier to understand.

Debate: Follow an attitude of questioning and arguing.

Indicate: Point out, make known, state briefly.

Comment: Briefly stating your own opinion on a subject.

Example: A practical illustration of a concept is required e.g. give an example of a descriptive study.

Explain: Clarify or give reasons for something, usually in your own words. You must prove that you understand the contents. It may be useful to use illustrations or examples e.g. explain the following research methods briefly - the experiment; correctional studies.

Identify: Give the essential characteristics or aspects of a phenomenon e.g. a good research design or e.g. identify three characteristics in a text about the research process that are indicative of a good research design.

Illustrate: Draw a diagram or sketch the representation of a phenomenon or idea e.g. explain the menstrual cycle. Write a short essay and illustrate the cycle.

List: Provide a list of names, facts or items asked for. A particular category or order may be specified e.g. list ten problems associated with progesterone therapy.

Motivate: Give an explanation of the reasons for your statements or views. You should try to convince the reader of your view e.g. write an essay about your own philosophical viewpoint on research. Motivate your answer.

Name or mention: Briefly name/mention without giving details e.g. name three research methods in nursing.

Outline: Emphasize the major features, structures or general principals of a topic, omitting minor details. Slightly more detail than in the case of naming, listing or stating of information is required.

Contrast: To point out the differences between two or more things.

Diagram: A graph, chart or drawing, preferably labelled and explained.

24. POLICIES THAT GOVERN THIS PROGRAMME

- Addendum 1: WCCN Vision & Mission
- Addendum 2: Admissions and registration
- Addendum 3: Provision of information
- Addendum 4: Student at risk
- Addendum 5: Plagiarism
- Addendum 6: Moderation Guidelines
- Addendum 7: Student Reflection on Teaching and Learning
- Addendum 8: Work Integrated Learning and Student placement
- Addendum 9: Contingency plan
- Addendum 10: Academic rules and regulations
- Addendum 11: Student Academic Support
- Addendum 12: Student Pregnancy
- Addendum 13: Student Transport
- Addendum 14: Reference technique guide
- Addendum 15: Student Identification Devices
- Addendum 16: Student indemnity
- Addendum 17: Students with disabilities
- Addendum 18: Student Representative Council (SRC)
- Addendum 19: Disciplinary and Appeals
- Addendum 20: Invigilation
- Addendum 21: Certification
- Addendum 22: Information literacy
- Addendum 23: Orientation of students
- Addendum 24: Library Access
- Addendum 25: Subject review

25. ADDENDUMS

Addendum 1

Doc. Number	WCCN/2018/1
Date Issued	2018/01/23
Revision	

Western Cape College of Nursing (WCCN): Mission, Vision, Values and Goals

All Change requests should be submitted to the College Senate

PREAMBLE

This document is to be applied from adoption hereof.

All sentiments of references mentioned in the reference list was applied during compilation of this document and no actual quotations were included.

1. GUIDING PRINCIPLES

- The formulation of a culturally inclusive vision and mission statement where the core values and strategic goals provide the context for all activities of the Western Cape College of Nursing (WCCN), an institution of Higher Education and Training (HEI)
- The legal framework guiding Nursing in South Africa as provided for by the Nursing Act, 2005 (Act 33 of 2005)
- The legal framework guiding Higher Education and Training in South Africa as provided for by the Higher Education Act, 1997 (Act 101 of 1997, as amended),

2. VISION STATEMENT

The Western Cape College of Nursing (WCCN) as a provider of Higher Education and Training,

- envisages graduates who:
 - embody and practice caring at all levels and in all spheres of nursing and society
 - portray irreproachable responsibility and accountability
 - become nurse leaders in South Africa and beyond its borders
 - positively influence local, national and international nursing standards
 - are equal members of the inter-professional health team
 - have entrenched in them the concept of social responsibility, so that they are empowered to be responsible citizens, participating in addressing social needs and actively seeking evidence based practice.

- students who exemplify evidence based practice
- envisages a College which:
 - facilitates a learning environment where research and evidence-based knowledge is generated and shared.
 - facilitates learning which follows a student centered approach
 - encourage innovative teaching and blended learning through the use of technology to enhance graduates' ability to practice in a scientifically driven environment
 - are life-long students who stay abreast of all developments in health care
 - cultivate leadership in nursing, influencing professional nursing standards in South Africa and beyond its borders
 - encourages *nurses* to embrace and demonstrate strong enthusiasm in conducting *research*

3. MISSION STATEMENT

The WCCN:

- provides high quality education and training programmes to provide for various categories of nurses to meet the health needs of the Western Cape province in particular, but also the broader needs of all communities in South Africa
- emphasises community-based curricula in keeping with the policy directives of the Department of Health
- functions in a multi-campus set-up encompassing the Cape Metropolis, the Boland-Overberg District as well as the Southern Cape Karoo District
- ensures optimal utilisation and sharing of resources within the multi-campus system
- actively engages in research and service, in partnership with educational institutions and community stakeholders
- functions with an enhanced awareness of sustainable environmental practices

4. CORE VALUES: I-CARE AND COMPASSION

Integrity: Veracity, fidelity with transparency in everything we do.

Collaboration: We value intra-professional, inter-professional and community collaboration to advance learning, innovation and evidence based practice.

Accountability: We hold ourselves responsible for behaviours, actions and results.

Respect: We are considerate of the differences of individuals and their respective contributions.

Excellence: The practice of outstanding service provision.

Compassion: A legacy of *compassionate care* that is expressed and lived in the WCCN *Mission* and *Values*. Students, staff and the community who experiences this *care* will find that it is rooted in a spirit of community that touches the hearts and souls of all those who experience or encounter us

5. STRATEGIC GOALS

5.1 Focus Area: Education

- Continuous review processes of all programs (existing and proposed) to ensure relevance, quality and sustainability
- Facilitation of a student-centred learning environment through creative teaching strategies utilising a blended learning approach
- Development of innovative models and approaches for nursing education

5.2 Focus Area: Work integrated learning

- Sustainable practices that are financially and logistically sound
- Patient care models that reflect excellence in care
- Creation of a scientifically based learning environment where safe evidence-based practice is implemented
- Promotion of social responsiveness based on community participation
- Ensuring that the highest ethical and professional standards are maintained
- Collaboration and commitment to the harmonious relationship between WCCN and clinical facilities

5.3 Focus Area: Community Health Improvement

- Continued cultivation of a trusting relationship through the application of community consultation
- Current and future professionals: Awareness projects to cultivate a sense of social responsibility
- Support of innovative and transformational community and/or population based practice initiatives

5.4 Focus Area: People Management and Environment

- Fostering an inclusive environment where people from all backgrounds can thrive and work together towards a common goal
- Recruitment and retention of personnel and students who are representative of the diverse communities served by the WCCN
- Commitment and unwavering dedication to the core values of the WCCN
- Creating a caring environment for personnel and students
- Continuing development of a collaborative, respectful and supportive environment

5.5 Focus Area: Budget and Infra-Structure

- Effective and efficient management of the College budget to attain the strategic objectives
- Maintaining an infra-structure of campuses/teaching sites that meets the requirements of a HEI
- Investigation of funding models to support the cost of tuition: e.g., learnerships, special projects, public-private partnerships, philanthropic support and other funding resources
- Provide for development of a teaching and learning strategy that ensures an empowering environment, allowing student centred learning to take place

5.6 Focus Area: Research

- Facilitation of exemplary standards of nursing research
- Facilitation of the application of evidence-based, scientific research
- Evidence based scientific research that informs practice
- Exploration of opportunities for inter-professional collaboration/partnerships with other institutions, locally, nationally and Internationally
- Increase of philanthropic support

REFERENCE LIST

Providence Health Care. Compassion. [available on line] <https://www.providence.on.ca/about-us/who-we-are/our-mission-vision-values>. [Accessed 2018/02/06]

Revell, D. Revworth. Consulting South African Nursing Council: Quality Assurance Tool Kit. <http://www.revworth.co.za> November 2017.

South Africa. Western Cape Government. 2013. *Health Care 2030: A Future Health Service*. Pretoria: Government Printers.

Addendum 2

Doc. Number	2018/01/04
Date Issued	2018/01/18
Revision	

WCCN ADMISSIONS AND REGISTRATION POLICY

All Change requests should be submitted to WCCN Senate

PREAMBLE

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. Relevant Legislation and/or policy, Codes of practice, Professional Authorities:

- Higher Education Act (Act No 101 of 1997)
- Education and Training (SADC 1997)
- National Plan for Higher Education, (2001)
- Minimum admission requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Senior Certificate (Government Gazette Vol. 1114, No 32743)
- South African Nursing Council (SANC): Guideline for Registration of Foreign nurses in orders to pursue studies of Basic Nursing Qualifications.
- The Higher Education Qualifications Framework. (October 2007)
- National Senior Certificate – A qualification at NQF level 4 on the National Qualifications Framework, Government Gazette Vol. 481, No 27819 of July 2005
- Requirements for a student study VISA

2. Relevant Institutional policies/ Documents/manuals/ Handbooks:

- The Mission, Vision and Strategic Plan of the Western Cape College of Nursing
- Student Enrolment Plan (WCCN with Multi Campus))
- Approved WCCN Minimum Admission requirements per Programme
- The Academic Planning Framework of the Western Cape College of Nursing
- Policy on International Students at Western Cape College of Nursing
- Recognition of Prior Learning (RPL) Policy
- The WCCN Disability Policy

3. POLICY STATEMENT

- The widening of access to higher education has remained a focus of the Department of Higher Education and Training (DHET) policy documents. The Higher Education Act requires that 'the admission policy of a public higher education institution must provide for the redress of past inequalities'. One of the strategic objectives identified in the National Plan for Higher Education (NPHE) is 'to promote equity of access and outcomes and to redress past inequalities through ensuring that student and staff profiles reflect the demographic composition of South African society'. The NPHE also emphasises the need to ensure that representativity in enrolment leads to representativity in the graduate output. The widening of access will therefore only contribute meaningfully to redress if it is linked to success.
- The widening of access involves the development of realistic entry requirements and transparent and fair selection and placement mechanisms. It further involves intensive curriculum and staff development to ensure that the curricula are responsive to the learning needs of a diverse student intake and that they enhance retention and success rates.

- Both the CPUT Strategic Plan and The Academic Planning Framework speak to the issue of widening access. This policy is thus designed to provide general principles for the admission of undergraduate students and at the same time to indicate the importance of integrating the principles of admission with those of recruitment and access.
- The Western Cape College of Nursing is committed to the principle that regular admission of students will be granted to those who meet both the minimum entrance requirements as well as the additional requirements prescribed by WCCN for entry to a specific programme. As part of this regular admission process the institution may use standardised tests to gather information about prospective students and to assist with placement. In addition to the regular admission channel the Western Cape College of Nursing will explore and apply alternative admission processes to grant access to students who demonstrate the capacity to learn and to benefit from higher education studies. Admission through the alternative channel would typically be through the recognition of prior learning but might also include other mechanisms approved by Senate. The primary motive for alternative admission is to broaden access to the institution.
- This policy is intended for all staff members in the Admissions Department, as well as all administrative and academic staff at Campuses who are responsible for the admission and registration of students. It provides principles and guidelines for dealing with applications, and admitting students to the different programmes. It is also intended as a reference document for students and staff who are involved in the admission and registration processes.
- This policy is primarily intended to articulate the principles underlying the management of admissions at the Western Cape College of Nursing.
- It indicates the mechanisms which the institution should have in place for enrolment planning, selection and placement of students. In addition, the Admission of Undergraduate Students policy indicates the supporting structures and services that Western Cape College of Nursing should establish to recruit students, process applications, and to admit, select and place students on particular programmes.

4. SCOPE

- This policy applies to the first admission of all full-time and part-time students to all formal undergraduate programmes of the Western Cape College of Nursing.
- It is designed to establish principles to promote the widening of access to the Western Cape College of Nursing.
- The policy applies to admissions through regular or alternative processes.
- The policy is not designed to engage with issues of re-admissions, admissions to postgraduate qualifications or admissions to non-formal courses.
- This policy stipulates that all admissions (including alternative admissions) have to comply with principles of good admission practice such as, fairness, reliability, validity, sufficiency, currency and transparency.

5. OBJECTIVE(S)

- To ensure academic and professional standards in the design, approval, implementation and review of admission and registration strategies for the institution.
- To ensure uniform principles and practices for access and admission to the Western Cape College of Nursing.
- To promote accountability
- To align admission and access principles and practices with national legislation and requirements

6. DEFINITIONS AND ACRONYMS

- **Admission** is the process whereby applicants who meet the requirements in terms of this policy are registered for a programme of study at the Western Cape College of Nursing.
- **Admission requirements** for a particular programme are those requirements additional to the statutory minimum requirements necessary for admission to a programme.

- **Application** is the formal process of making application for admission to one or more programmes of the Western Cape College of Nursing.
- **Minimum admission requirements** are the minimum levels of achievement required for access to degree, diploma or certificate programmes as prescribed by the Act.
- **Placement Testing** refers to a test or tests given to a prospective student to determine specific knowledge or proficiency in various subjects for the purpose of assignment to appropriate courses or classes. **Recruitment** is the process whereby employees of the Western Cape College of Nursing embark on efforts to attract prospective students.
- **Registration** is the process where applicants who have been offered a place at the Western Cape College of Nursing go through the formal procedure of enrolling for a particular programme.

7. POLICY PRINCIPLES/ PROCEDURE

7.1 Underlying Principles

- 7.1.1. **Each** Campus and learning programme should be able to demonstrate the setting and maintenance of academic and professional standards regarding the design, approval, implementation and review of admission procedures for the programmes concerned.
- 7.1.2 All processes must conform to the requirements of national legislation and regulations for admission to higher education.
- 7.1.3 Each programme is required to put in place a set of admission requirements for the academic programme. These requirements must be approved by Senate before publication.
- 7.1.4 Any changes to the admission requirements must be approved by senate before being applied or published.
- 7.1.5 Where applicable, additional admission requirements of relevant professional bodies must be incorporated into the admission requirements and published together with these.
- 7.1.6 Where appropriate and justifiable, academic programmes may set additional admission requirements such as portfolios, aptitude tests, practical tests, personal interviews and medical and physical tests.
- 7.1.7 Notwithstanding the above, all admissions policy and practice must be transparent and fair.
- 7.1.8 The faculty has the sole right to make the decision to admit an applicant to a particular programme. Where space permits the University will attempt to accommodate applicants who arrive at the beginning of an academic year or semester without having made previous application but the university reserves the right not to admit such applicants. The position of the University is to discourage such late applications.
- 7.1.9 The University affirms its commitment to the principle of broadening access while at the same time enhancing success through support and development of students.

7.2 Enrolment Planning

- 7.2.1 The university commits itself to conducting an annual enrolment planning exercise as part of academic planning with the aim of producing an enrolment plan. This enrolment plan must be aligned with the principles articulated in this policy as well as with the strategic plan and academic planning framework Provincial department of Health.

7.3 Admission of Undergraduate Students

7.4 Recruitment Planning

The planning of student recruitment activities of the institution must be in accordance with this policy as well as the strategic plan and academic planning framework of WCCN

7.5 Regular Admissions

- 7.5.1 As part of the regular admission process the WCCN will adhere to the requirements of national policy on the minimum admission requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes.
- 7.5.2 WCCN asserts its right to impose further requirements additional to the prescribed minimum for admission to its programmes
- 7.5.3 WCCN reserves the right to employ standardised tests as part of the regular admissions processes at the institutional programme levels.
- 7.5.4 Where candidates meet the minimum requirements for admission to a programme the results of such tests are not used to exclude applicants but to offer appropriate advice

7.6 International student admissions

The admission of international students must be governed by the Policy for International Students at WCCN. Strategies for the enrolment of international students should be in alignment with WCCN Enrolment Plan.

7.7 Admission of Persons with Disability

The admission of disabled applicants is governed by the institutional Disability Policy.

7.8 Alternative Admissions

7.8.1 Align with SANC and DHET requirements. Make use of Recognition of Prior Learning (RPL). Make use of the Articulation for admission principal. RPL process may be used to evaluate competence in cases where applicants are not in possession of a matriculation certificate or a National Senior Certificate (NSC) or an NSC without the appropriate level of endorsement.

9 Registrations

Only registered students may use the facilities of WCCN. No person will be registered as a student unless s/he has already been admitted as a student to a specific programme.

- 9.1.1 A student who registers at WCCN for the first time must submit satisfactory proof of his/her identity as well as proof that s/he complies with the prescribed admission requirements at registration.
- 9.1.2 A student must register annually during the set registration periods by paying the prescribed registration fees, making the required partial payment of fees and by signing the official registration form, thereby binding him/herself to the rules of WCCN and undertaking to pay the prescribed fees on the due date(s). No person who is in arrears with the payment of any fees due to WCCN shall be registered as a student.
- 9.1.3 At registration student have to provide WCCN with postal and residential addresses as well as address for the receipt of College account. Students have to inform the Student Administration Department of any change in such addresses without delay. Official correspondence sent to a postal address thus provided by the student will be deemed as having been received by him/her.
- 9.1.4 An undergraduate student is provisionally registered until s/he submits the required certified copy of National Senior Certificate, Matriculation or Senior Certificate as stipulated in 2.4 above.
- 9.1.5 Only registered students may attend lectures, write tests or assessments and submit assignments in any given subject. Deviation from this rule is subject to the conditions as stipulated in 6.2.2 Students who attend classes without having officially registered will not obtain any credits for subjects passed even where a student has paid the prescribed fees.

9.2 Late registration

- 8.2.1 Late registration or registration amendments shall be accepted up to the predetermined date published in the Term Dates and General Prospectus.
- 9.2.2 The HOD Student matters, after consulting with relevant Head of College, may allow a particular student who has not registered by the official closing date for normal registration, to attend lectures, write test or assessments and submit assignments in any given subject(s) while finalizing his/her registration, provided that the student registers before the closing date of late registration. Any marks, which may have been awarded to such a student, will be forfeited by him/her if he/she is not registered before the last day of late registration.
- 9.2.3 Students who, for whatever reasons, registers after the official registration period and after classes have commenced, shall not lay claim to any concession regarding lectures, tests etc. that were held before they registered.
- 9.2.4 After the last day for late registration, a student shall only be allowed to participate in academic activities in subjects for which s/he is registered. No assessment results are official if students were not registered for a subject in the specific academic year.
- 9.2.5 No further registration will be conducted after the last day of late registration, except for programme-specific exceptions, which have been pre-approved by Senate.
- 9.2.6 After the closing date for late registration, no student will be allowed to attend classes, receive study material or supervision or have access to any electronic study material or sources if s/he is not formally registered and cannot produce proof of registration.
- 9.2.7 WCCN may impose a fine on students registering after the official closing date for normal registration.

9.3 Compliance with programme requirements

9.3.1 A student is personally responsible to ensure that s/he is registered in accordance with the rules of the qualification, curriculum and module concerned as determined in the faculty rules in respect of that qualification, curriculum or module.

9.3.2 WCCN reserves the right to cancel any erroneous registration and may revoke any qualification erroneously conferred upon a student.

9.4 Concurrent registration

9.4.1 A student shall not register concurrently for more than one programme at WCCN without the permission of Senate.

9.4.2 A student shall not register for a programme or subject at another higher education institution without the permission of the relevant Head of College on the recommendation of the Head of Department.

9.5 Limitation of registration

9.5.1 All students registered at WCCN shall be deemed to have registered for one calendar year, semester or such shorter period as Council, in consultation with Senate, may specify.

9.5.2 A student's registration shall lapse after the presentation and assessment of the subject for which s/he was registered has been concluded.

9.6 Timetable clashes

Student may not register for modules with a clash on lecture, practical or assessment timetables, except with the permission of the relevant Head of College.

9.7 Prerequisites and co-requisites

Senate, on recommendation of the WCCN Council, may determine that students shall not be admitted to a particular subject unless they have obtained credit for another specified subject or register simultaneously for another specified subject.

9.8 Registration of occasional students

A person who does not wish to register for an approved qualification, but is only interested in a specific subject(s), may register as an occasional student for non-qualification purposes. The normal admission and registration rules shall apply.

9.9 Cancellation of registration

A student who wishes to cancel his/her registration must submit a written notice to the relevant Head of Department/Head of Campus on the prescribed form and within the period determined by WCCN.

9.10 Promotion criteria

Promotion of student to a next or higher level is determined by Senate on the recommendation for the WCCN Academic governance team which have to provide specific criteria.

9.11 International students

International students shall register at WCCN only if they are in possession of a valid study permit or study visa. All other registration rules apply to all international students.

9.12 Recognition, exemption and retention of credits

9.12.1 Recognition

A student may, on formal application and payment of prescribed fees to the WCCN Council, and with the approval of Senate be:

9.12.1.1 granted credits for any subject(s) passed at WCCN, but in another programme, whether complete or incomplete, with the view of study for a College programme.

9.12.1.2 granted credits for any subject(s) obtained at another accredited institution for the purpose of obtaining a qualification if the required outcomes are sufficiently similar to those required for the subject in question.

9.12.1.3 granted exemption from registration for a subject(s) for which the student has received credit(s) in terms of the Recognition of Prior Learning Policy of WCCN.

9.13 Credits awarded

In all instances the total number of credits awarded should not exceed fifty percent (50%) of the total number of courses in a programme or qualification at WCCN.

9.13.1 Student shall be required to complete at least 50% of the exit level subjects at WCCN.

9.13.2 All credits accumulated in respect of incomplete qualifications shall only be valid for a maximum period of ten (10) years.

9.13.3 Applications for recognition of credits must be submitted to the Senate during the first year of study at WCCN. In the case where modules/subjects from another accredited institution are presented for recognition/exemption, the academic record of the student and the relevant year's syllabi (content) of the module(s) must accompany the application.

9.13.4 If a student wishes to graduate in a particular year, and has obtained credits from another institution, written application for recognition of credits, with the necessary documentation, must reach the relevant student Matter/College SANC office before 31 January of that year.

9.13.5 If a student does not submit the application for credits/recognition within the required time, as indicated in 6.13.3 and 6.13.4 above, the opportunity for recognition of credits shall lapse.

9.14 Late registration

9.14.1 Late registration or registration amendments shall be accepted up to the predetermined date published in the Term Dates.

9.14.2 The HOD Student matters, after consulting with relevant Head of College, may allow a particular student who has not registered by the official closing date for normal registration, to attend lectures, write test or assessments and submit assignments in any given subject(s) while finalizing his/her registration, provided that the student registers before the closing date of late registration. Any marks, which may have been awarded to such a student, will be forfeited by him/her if he/she is not registered before the last day of late registration.

9.14.3 Students who, for whatever reasons, registers after the official registration period and after classes have commenced, shall not lay claim to any concession regarding lectures, tests etc. that were held before they registered.

9.14.4 After the last day for late registration, a student shall only be allowed to participate in academic activities in subjects for which s/he is registered. No assessment results are official if students were not registered for a subject in the specific academic year.

9.14.5 No further registration will be conducted after the last day of late registration, except for programme-specific exceptions, which have been pre-approved by Senate.

9.14.6 After the closing date for late registration, no student will be allowed to attend classes, receive study material or supervision or have access to any electronic study material or sources if s/he is not formally registered and cannot produce proof of registration.

9.14.7 The College may impose a fine on students registering after the official closing date for normal registration.

9.15 Compliance with programme requirements

9.15.1 A student is personally responsible to ensure that s/he is registered in accordance with the rules of the qualification, curriculum and module concerned as determined in the Senate rules in respect of that qualification, curriculum or module.

9.15.2 WCCN reserves the right to cancel any erroneous registration and may revoke any qualification erroneously conferred upon a student.

9.16 Concurrent registration

9.16.1 A student shall not register concurrently for more than one programme at WCCN without the permission of Senate.

9.16.2 A student shall not register for a programme or subject at another higher education institution without the permission of the relevant Head of College on the recommendation of the Head of Department.

9.17 Limitation of registration

9.17.1 All students registered at WCCN shall be deemed to have registered for one calendar year, semester or such shorter period as College Council, in consultation with Senate, may specify.

9.17.2 A student's registration shall lapse after the presentation and assessment of the subject for which s/he was registered has been concluded.

9.18 Timetable clashes

Student may not register for subjects with a clash on lecture, practical or assessment timetables, except with the permission of the Head of College.

9.19 Prerequisites and co-requisites

Senate, on recommendation of the relevant HOD, may determine that students shall not be admitted to a particular subject unless they have obtained credit for another specified subject or register simultaneously for another specified subject.

9.20 Cancellation of registration

A student who wishes to cancel his/her registration must submit a written notice to the relevant HOD on the prescribed form and within the period determined by WCCN.

9.21 Promotion criteria

Promotion of student to a next or higher level is determined by Senate on the recommendation of Department's HOD's, for which purpose Department's the HOD's have to provide specific criteria.

9.22 International students

International students shall register at WCCN only if they are in possession of a valid study permit or study visa. All other registration rules apply to all international students.

9.23. Recognition, exemption and retention of credits

9.23.1 Recognition

A student may, on formal application to the relevant HOD, and with the approval of Senate be:

- 9.23.1.1 granted credits for any subject(s) passed at WCCN, but in another programme, whether complete or incomplete, with the view of study for a College programme.
- 9.23.1.2 granted credits for any subject(s) obtained at another accredited institution for the purpose of obtaining a qualification if the required outcomes are sufficiently similar to those required for the subject in question.
- 9.23.1.3 granted exemption from registration for a subject(s) for which the students has received credit(s) in terms of the Recognition of Prior Learning Policy of WCCN.

9.24 Credits awarded

In all instances the total number of credits awarded should not exceed fifty percent (50%) of the total number of credits in a programme or qualification at WCCN.

- 9.24.1 Student shall be required to complete at least 50% of the exit level subjects at WCCN.
- 9.24.2 All credits accumulated in respect of incomplete qualification subjects shall only be valid for a maximum period of ten (10) years.
- 9.24.3 Applications for recognition of credits must be submitted to the HOD during the first year of study at WCCN. In the case where modules/subjects from another accredited institution are presented for recognition/exemption, the academic record of the student and the relevant year's syllabi (content) of the module(s) must accompany the application.
- 9.24.4 If a student wishes to graduate in a particular year, and has obtained credits from another institution, written application for recognition of credits, with the necessary documentation, must reach the Student Matters Office before 31 January of that year.
- 9.24.5 If a student does not submit the application for credits/recognition within the required time, as indicated in 4.2.3 and 4.2.4 above, the opportunity for recognition of credits shall lapse.

ANNEXURES

Annexure 1: Admissions requirements summary per Programme

Annexure 2: Admissions Requirements Guidelines for Undergraduate Programmes

Annexure 3: Selection and Admissions Process (WCCN Multi Campus)

Annexure 4: Conversion Table for APS-Summary

Annexure 5: List of Countries Matric Equivalent

Annexure 6: Guidelines: Foreign Prospective students

Annexure 7: Example of Letter to Prospective student

Addendum 3

Doc. Number	WCCN/2018/05
Date Issued	2018/01/23
Revision	

PROVISION OF INFORMATION

**This policy is to be applied from adoption hereof.
All Change requests should be submitted to the College Senate.**

1. INTRODUCTION

The WCCN welcomes open communication with students and internal and external stakeholders, and carries out its obligation to make information on the WCCN's policies and procedures available to all student and stakeholders.

2. Policy statement

All statements contained in this policy document also apply to the communications department of the WCCN.

3. RELEVANT INSTITUTIONAL POLICIES

- Academic rules and regulations.
- Admission Policy
- Teaching and learning strategy
- And all policies of the WCCN

4. RULES AND PROCEDURES

4.1 Information provided

On e-mails and letter heads the WCCN address, telephone number and the name of the official. In information leaflets the address of the Different Campuses, the mission and vision of the WCCN and the contact details of the College Council Chairperson and Chairperson of the Senate must be made available

For prospective students this information must be made available in the WCCN Prospectus.

4.2 Information made available

WCCN policies and procedures are made available to all students and prospective students by means of the Academic Rules and Regulations booklet. This information must also be made available on the WCCN Website.

Information made available to Senate and Council and the Provincial Government Western Cape Department of Health should include:

- Completions of programmes
- Lists of graduandi
- SANC inspection reports
- Admission Policy and Procedures
- Disciplinary Policy
- Health and Safety reports
- Curriculum policy
- Learning outcomes to be provided to the clinical services
- WCCN disability policy
- Media Communications policy

5. COMMUNICATIONS PROCEDURES

5.1 Communication with the media

The Provincial Government Western Cape Policy regarding communication with the media supersedes any WCCN Communication policy
Communications with the media falls under the Directorate of Communication of the Western Cape Government Department of Health.

5.2 Communication with stakeholders such as the Clinical Services and the Department of Health.

All external communication will be directed via the office of the Director of the WCCN. No individual may act on behalf of the Director without the necessary official delegation letter by the Director WCCN

5.3 Communication with the students

All official communications with the students may only be done after approval for such communication was given by the Director or the Campus Heads. Communication to individual students in the form of a letter or

Provision of Information policy Redcliff. Available Online at:

<https://www.redcliffeschool.com/wp-content/uploads/2016/10/Provision-of-Information-03-10-16.pdf> [Accessed 9 February 2018]

Addendum 4

Doc. Number	WCCN/2018/7
Date Issued	
Revision	

STUDENT AT RISK POLICY WESTERN CAPE COLLEGE OF NURSING (WCCN)

**This policy is to be applied from adoption hereof.
All Change requests should be submitted to the College Senate.**

6. INTRODUCTION

This policy provides a framework to support student to be successful in a supportive teaching and learning environment. It sets out processes for routine monitoring and identification of students at academic risk, and how interventions will support students to succeed.

7. Policy statement and objectives

All statements contained in this policy document also apply to the communications department of the WCCN. This policy applies to all stakeholders of the WCCN academic environment. Implementation of this policy will ensure that students achieve satisfactory academic progress.

WCCN is committed to:

- Identifying students at risk of unsatisfactory progress as soon as possible
- Regularly advising students of academic progression requirements
- Monitoring student progress so that intervention strategies can be initiated
- Alerting students that they are not meeting academic progression requirements
- Providing support to students to enable them to achieve academic outcomes and to progress through the programme to graduation

Students are responsible to:

- Undertake good study habits to achieve learning outcomes
- Observe all learning outcome prerequisites and course rules to ensure that they have sufficient prior knowledge to complete outcomes
- Attending classes and WIL
- Make positive contributions to classes, simulation laboratory and all learning activities
- Submit assessments by due dates
- Notify academic staff and seek help if extenuating circumstances occur

8. RELEVANT INSTITUTIONAL POLICIES

- Academic rules and regulations.
- Admission Policy
- Teaching and learning strategy
- And all policies of the WCCN

9. RULES AND PROCEDURES

4.1 Identification

WCCN is committed to ensure that there are systems in place to ensure that students at academic risk are identified at all stages of their studies, including prior to their enrolment. Staff will monitor students at various stages

- Prior to enrolment ensure students meet entry criteria and that their prior knowledge is sufficient to complete the course
- At each assessment identify students who are achieving less than satisfactory results
- At the end of each year and semester ensure that all course requirements are met

4.2 Intervention

WCCN will have intervention strategies if students are identified as being at risk. These interventions will be relevant to the issues identified so that effective and timely support can be offered.

4.3 Support

WCCN will provide support to students to enable satisfactory academic progression to complete the course of study. Students will be supported by:

- Assistance with language skills
- Assistance with computer literacy skills
- Study skills
- Personal counselling
- Health and wellness
- Informal meetings with academic staff

4.4 Counselling

Where students have been identified as students at academic risk, they will be offered counselling. Students will be advised on the available support available and reminded of the consequences of unsatisfactory progress.

4.5 Information

WCCN will ensure that information is made available to students in a variety of formats to ensure that students are aware of course requirements and what is expected to satisfactorily progress through the course.

10. MONITORING AND REPORTING

5.1 NBT testing

Students will be assessed to identify those students who will require additional support in terms of maths and language skills. The NBT test is by no means used to exclude a person from the programme but rather to identify where any additional support is needed.

5.2 Monitoring of progress.

It is the responsibility of the subject co-ordinator and lecturers to monitor the progress of each student in the relevant subject. This will include the attendance of lectures, WIL and completion of assessments.

5.3 Criteria for identifying a student at risk

A student is deemed at risk of making unsatisfactory academic progress, additional to the pre-enrolment assessment, in a course if:

- They fail an assessment
- They fail a subject
- Fail an assessment more than once
- Grade point average falls below 60%
- Do not attend lectures regularly
- Do not attend WIL
- At risk of not completing the course in the minimum period of time
-

6. Notification of at risk students

Students will be notified both verbally and in writing, as soon as they meet one of the risk criteria. The notification will advise that the student must communicate with the Subject HOD. The HOD will outline all the options available to the student. If a student continues to make unsatisfactory progress, they may be asked to show reason why they should not be excluded from the course.

7. Interventions

The following supports or intervention strategies will be considered on a case-by-case basis.

- Deferment of the subject or year

- Assistance with academic and learning skills
- Assistance with language skills
- Assistance with personal issues
- Mentoring by academic staff

8. Academic governance meeting

A student who has been identified as students at risk will have their results and performance reviewed by the academic governance body. The academic governance body will be notified of students at risk. A student at risk register must be kept, documents substantiating why a student is deemed to be a student at risk will be submitted to the academic governance body. The academic governance body may require that a student submit evidence in their support of their circumstances and any other evidence considered for the academic governance body in their review of the student at risk. The academic governance body will make a ruling and propose the outcome for the management of the student at risk as per section 7.

9. Appeal

Students excluded from a programme may appeal to the WCCN Senate for the review of the outcome of the academic governance body based on the same information as submitted to the academic governance body. No new information will be considered. (See the academic disciplinary and appeals policy)

Student at risk policy. Available on line at https://www.eit.edu.au/policies/Students_at_Risk_Policy.HE.pdf
[accessed 15 February 2018]

Addendum 5

Doc. Number	WCCN/2018/8
Date Issued	2018/01/18
Revision	

Plagiarism Policy

All Change requests should be submitted to the College Senate

PREAMBLE

This policy is to be applied from adoption hereof.

1. PURPOSE AND STATEMENT

The avoidance of plagiarism at the WCCN, includes all categories of students/researchers and, staff. It is intended that the avoidance of plagiarism be included as part of the curriculum in all programmes offered at the WCCN.

2. SCOPE

This policy is applicable to the academic conduct of all students/researchers, as well as to the professional duties of all staff.

This policy is applicable only to formally submitted work and not to draft copies of work.

3. REFERENCES

Code of Conduct PGWC
Basic conditions of employment Act 75 of 1997
WCCN Year book

4. LEGISLATION

National Qualifications Framework (NQF)
Higher Education Quality Committee (HEQC)
South African Qualifications Authority (SAQA)
South African Nursing Council (SANC)

5. DEFINITIONS

Academic Work

The term “academic work” includes the following: all academic activities such as academic papers, assignments, projects, attendance sheets, tests, examinations, assessments, reports, patient evaluation reports, practical work books and portfolios of evidence. Such work can be oral, or in writing, or in other media. “Academic work” covers registration and participation in any course, programme seminar, workshop, conference, and the like, offered by WCCN.

(McMaster University, 2016:5).

Academic Integrity

The term “academic integrity” refers to the prevalence of honesty in all academic matters (Turner & Beemsterboer, 2003:1122). The violation of academic integrity is also referred to as academic dishonesty and often manifests as cheating in examinations and/or committing plagiarism and forgery. This results in the student not acquiring the expected knowledge (Turner & Beemsterboer, 2003:1122).

Unethical Conduct

The term “Unethical Conduct” refers to actions and behaviour that fall below or violate the professional standards in a particular field. In this document it will refer to the nursing profession and can include academic dishonesty, academic misconduct or ethics violation. (The Free Dictionary, 2015:1; Patrzek, Sattler, van Veen, Grunschel & Fries, 2014:1014).

Academic dishonesty and academic misconduct

- a. The term “Academic dishonesty” refers to any type of cheating that occurs in relation to a formal academic exercise (Patrzek et al, 2014:1015).
- b. The term “Academic misconduct” refers to any prohibited and dishonest means used to receive course credits, a higher score, or avoid a lower score. Academic misconduct misrepresents one’s knowledge and abilities, which undermines the lecturer’s, mentor’s or clinical educator’s ability to determine how well a person is progressing in the course.

Plagiarism

It is the representation of another person’s ideas, research expressions, computer code, design artefacts or work as one’s own

Committing plagiarism is unacceptable to the WCCN, and there are serious ramifications for any person found guilty of plagiarism

Levels of Plagiarism/academic misconduct/unethical conduct	<p>Examples of plagiarism may include (but are not limited to):</p> <ul style="list-style-type: none"> • Copying from print or electronic sources into one’s own work • Imitating existing designs in one’s own work • Copying another student’s assignment or part thereof • Overuse of sources • Disguising copying by manipulation of wording • Paraphrasing without citation • Self-plagiarism (repeating own previously published research without acknowledgement) • Similarity percentage exceeding 25 %
Level One	<ul style="list-style-type: none"> • Level One plagiarism is a first instance of offence on entry level (first year), such as omission of references, imitative paraphrasing, using a single source (monophrasing), or a degree of verbatim copying. • The latter will include verbatim copying without acknowledging sources, as well as extensive verbatim copying even with acknowledgement. (This is regarded as minor carelessness or minor neglect, rather than intention to mislead). • Similarity percentage exceeding 25%
Level Two	<p>Level Two plagiarism is a repeat offense of Level One, and applies to first year students only</p> <p>Similarity percentage exceeding 25 % %</p>
Level Three	<p>A third offence in the first year, or any form of plagiarism committed after the first year by an undergraduate student is regarded as Level Three plagiarism.</p> <p>Similarity percentage exceeding 25 %</p>

Level Four	<p>Any act of plagiarism, academic misconduct/unethical conduct committed by a postgraduate/post basic candidate, researcher or a member of the academic staff. (see annexure 1 Declaration of Authenticity)</p> <p>e.g.</p> <ul style="list-style-type: none"> ▪ Word-for-word copying without referencing or acknowledgement of source. ▪ Fraud: outright purchase or copying of an entire paper, perhaps with a new introduction and conclusion added. In some cases, such copying may entail copyright infringement. (Ehrlich, 2011). ▪ Substantial plagiarism: widespread or considerable borrowing/lifting of extensive pieces of material, passing off borrowed passages as original, failure to indicate quoted evidence or give bibliographical sources or other appropriate credit. (Ehrlich, 2011). ▪ Not referencing or acknowledgement of all sources used in text or in the reference list. • Repetition, with alteration of selected words or phrases of someone else's work without referencing or acknowledgement of source. ▪ Paraphrasing of sentences, paragraphs or themes, i.e. taking a quotation and rewriting or summarising it in your own words without appropriate references resubmitting identical work which has already been submitted by same student previously without referencing or acknowledgement of source. ▪ Presenting data developed or collected by someone else as one's own work. ▪ Being involved in unethical conduct and any form of academic dishonesty e.g. Cheating etc. ▪ Similarity percentage exceeding 25 %
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(Taken in part from CPUT, 2013, Curtin University of Technology, 2013 & DUT, 2009).

6. POLICY OBJECTIVES

To promote sound scholarly academic conduct in line with the values of the WCCN and PGWC, by increasing awareness and competence amongst students, staff and researchers so that they:

- Use and cite sources
- Combine information appropriately with their own authentic work

7. POLICY Principles

- 7.1 This plagiarism policy recognises that awareness and understanding of plagiarism is a complex process and requires initial and continuous teaching throughout the student's academic progression. The policy therefore recognises that an incremental and developmental approach should be followed when dealing with plagiarism
- 7.2 All programmes will include a component that offers the student adequate teaching in the use of information skills needed to avoid plagiarism.
- 7.3 The teaching must take into account the level of the programme, and provision should be made for more advanced teaching as a student progresses within the programmes offered by the WCCN

- 7.4 The responsibility for the implementation of this policy is part of the academic management process.
- 7.5 As Quality Management of programmes lies with all lecturing staff, the primary responsibility for the curricula, implementation and monitoring of this policy lies with them.

8. POLICY PROCEDURES

- 8.1 Provision of information: Departments must ensure that the students are exposed to adequate information literacy teaching. This should be reinforced for senior undergraduate students, and for post basic students. Students need to be informed that copying from another student, or permitting a fellow student to copy one's work is an offence under the Academic Rules and Regulations.
- 8.2 Undertaking by student: It is the responsibility of all students to ensure that their work is free of plagiarism. All students are required to attach a declaration to all assignments, dissertations, theses that their work is their own and free of plagiarism
- 8.3 Suspicion of plagiarism: Lecturers may raise the suspicion of plagiarism based on:
- The lecturer's or supervisor's own expert judgement
 - The use of a search engine to locate the source of the suspect text
 - The application of software to determine originality such as Turnitin

8.4 Process and interventions to be followed on detection of plagiarism

- 8.4.1 On detection of Level One Plagiarism, the staff member concerned will ascertain whether it is in fact a first offence by checking the departmental records. Secondly, he or she will ensure that the student receives further information on plagiarism. The student will receive 0% for the assignment, which will be resubmitted to be re-assessed to a maximum mark of 50%. A record of the incident will be kept by the department, and a letter of warning will be issued. Such documentation will be kept on the student's academic folder and record.
- 8.4.2 On detection of Level Two plagiarism, the student will receive 0% for the assignment without the opportunity of resubmission. A record of the occurrence will be kept by the department. A letter of warning will be issued
- 8.4.3 On detection of a Level Three plagiarism, the student will receive 0% for the assignment without the opportunity of resubmission. The matter will also be reported to the HOD for an internal disciplinary hearing. If found guilty of plagiarism; this will usually result in a period of suspension of the offender from the particular module for a period of time. The disciplinary committee or presiding officer may, however, apply a suspended sentence, or more severe sanctions, in accordance with the particular circumstances of the offence. (Refer to Academic Rules and regulations)
- 8.4.5 On detection of possible Level Four plagiarism, the matter will be reported to the HOD who will refer the offender to an institutional disciplinary committee.

8.5 Institutional Disciplinary Committee.

This committee will hear the matter (8.4.5) and if the person concerned is found guilty, will make a final decision on what punitive measures to apply – such as suspension from module/course for a specified period of time, expulsion or in cases where plagiarism is found after awarding a degree/qualification, the withdrawal of the qualification.

9. Interventions after detection of plagiarism, cheating or any other form of academic dishonesty, academic misconduct or unethical conduct

Levels of	Intervention
Plagiarism	<p>1. Minor plagiarism</p> <p>The academic staff member will deal with this directly by:</p>

	<ul style="list-style-type: none"> ▪ Providing structured feedback to help the student develop a clearer understanding of his/her plagiarism errors. ▪ Be referred to the librarian for remedial support ▪ Informing the Departmental HOD for recording this infringement on the student's internal record in case of further infringements. ▪ This is retained until the student graduates. ▪ The following penalties will be enforced (marks deducted from the total mark obtained): <ul style="list-style-type: none"> 0-10% = no deduction 11-15% = 10% deduction 16-20% = 15% deduction ↑20% = is now seen as a major offence ▪ No student will disallowed to rewrite the assignment <p>2. Major plagiarism</p> <p>The academic staff member will deal with this directly by:</p> <ul style="list-style-type: none"> ▪ Gathers necessary evidence. ▪ If possible, access the student record to determine if the student has a record of any previous plagiarism penalty. ▪ Informing the Departmental HOD for recording this infringement on the student's internal record in case of further infringements ▪ The following penalties will be enforced (marks deducted from the total mark obtained): <ul style="list-style-type: none"> 50-100% from the final mark obtained for the assignment ▪ This is retained until the student graduates. ▪ No student will-disallowed to rewrite the assignment
Level One	<ul style="list-style-type: none"> ▪ Only undergraduate students (Level one) will be allowed to resubmit the assignment, which will be reassessed to a maximum mark of 50%. ▪ A record of the incident will be kept by the department, and a letter of warning will be issued.
Level Two	<ul style="list-style-type: none"> ▪ The undergraduate student will receive 0% for the assignment, without the opportunity of resubmission. ▪ A record of the occurrence will be kept by the department. ▪ A letter of warning will be issued.
Level Three	<ul style="list-style-type: none"> ▪ Undergraduate students will receive 0% for the assignment, without the opportunity of resubmission.

	<ul style="list-style-type: none"> ▪ The matter will also be reported to the head of department for an internal disciplinary hearing. ▪ This will usually result in cancellation of the subject for a period of time if found guilty. ▪ The disciplinary committee or presiding officer may, however, apply a suspended sentence, or more severe sanctions, in accordance with the particular circumstances of the offense.
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(Taken in part from the plagiarism policy from the Cape Peninsula University of Technology, 2012, Durban University of Technology, 2009).

10. Organizational implementation

10.1 Programme level: The HOD or equivalent academic leader is responsible to ensure that the Plagiarism Policy is appropriately implemented within each programme. The HOD must ensure distribution of this policy to all academic staff members, and discussions thereof at departmental meetings for the purpose of contextualisation and adaptation to the discipline

10.2 College Level: All College bodies (Academic Planning Committees, Teaching and Learning Committee, Research Committees, Research Coordinators and Quality Management Committees) are responsible for developing staff awareness of the policy, and for appropriate teaching of plagiarism awareness within each programme.

10.3 The College Language Coordinator/Academic Literacy/ Research Coordinator (or other appropriate person) is responsible for the coordination of appropriate interventions within the college.

Thus responsibility for implementing the policy is held by:

- All academic departments
- All research units
- All College committees\Undergraduate and Post Basic students
- Lectures and researchers

ANNEXURE 1 DECLARATION OF AUTHENTICITY



DECLARATION OF AUTHENTICITY

By submitting this research assignment electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the authorship owner thereof and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Date

Name:

Student Number

Signature:

Addendum 6

GUIDELINES FOR MODERATION OF COLLEGE EXAMINATION PAPERS AND SCRIPTS

DIVISION OF NURSING & MIDWIFERY UNIVERSITY OF CAPE TOWN
SUGGESTED BY PROFESSOR SHEILA CLOW NOVEMBER 2011

WESTERN CAPE COLLEGE OF NURSING EXAMINATION DIVISION STUDENT MATTERS DEPARTMENT

In 1999 UCT, US and UWC signed a Memorandum of Agreement with the Provincial Government of the Western Cape endorsing these Universities as the accrediting universities for the Western Cape College of Nursing.

DIVISION OF NURSING & MIDWIFERY
UNIVERSITY OF CAPE TOWN

SUGGESTED GUIDELINES FOR MODERATION OF COLLEGE EXAMINATION PAPERS AND SCRIPTS

1. EXAMINATION PAPERS

Both English and Afrikaans examination papers to be moderated (It seems English is now the only language used for examinations at the College)

1.1 Ensure details are complete and accurate :

- Name of College
- Title of Course
- Year of study
- Subject of Paper
- Paper 1 or II
- Date
- Duration
- Total Marks
- Questions to be answered – ensure instructions and unambiguous
- Accuracy of translation (if in another language)

1.2 The content should represent a fair distribution of marks vis-à-vis the emphasis in the syllabus. An overview of the syllabus with % time allocated to each subject and cognitive level and the % representation on the examination paper should be included.

1.3 Appraise the type of questions- these should be:

- Higher cognitive questions rather than “recall” (eg. List, define, etc) questions particularly at fourth year level;

The weighting of recall questions in relation to higher cognitive questions needs to be evaluated. The former should be minimal. Attention should be paid to appropriately and progressively increasing complexity, difficulty and depth (Blooms Taxonomy applied) in each year of study (1st to 4th year)

- ‘mix and max’ subject-wise (i.e. to avoid ‘spotting’)
- grammatically correct

- free of abbreviations

The following extract from SANC Guidelines for the course leading to registration as a nurse (general, psychiatric and community) and midwife 18/88 1988.04.03 applies:

“Education in Nursing... the development of the ability for analytical, critical, evaluation and creative thinking and the stimulation of the exercise of independent judgment of scientific data are of the utmost importance.”

- 1.4 The marks versus facts must be consistent throughout and be appropriate to the specific question. MCQ questions should be 1 fact equals ½ mark.
- 1.5 Check that the marks in each question do add up to the required total. Each sub-section of a question should have a mark allocation e.g.

a. Clinical management	(10)
b. teaching functions	(5)
c. personnel management	(10)
- 1.6 If marks are adjusted indicate why.
- 1.7 Students should be encouraged to prioritize nursing care and should be marked accordingly
- 1.8 Ensure that the question requires the student to use the data in the scenario if given
- 1.9 Check if there is any further information required in the patient profile/scenario that would make the question more meaningful or specific.
- 1.10 Ensure that the patient profile/scenario is relevant to the question.
- 1.11 In MCQ’s ensure that there is not more than one possible answer for the question and only a choice of four.
- 1.12 Ensure that questions are specific. Avoid vague, general questions that require general “waffle” instead of specific detail.
- 1.13 If the question asks for ‘problem and solution’ ensure marks are allocated for both.
- 1.14 Ensure that the questions are clear and unambiguous.
- 1.15 Ensure that the question paper is of such a length that candidates may reasonable expect to complete the paper in time the time allowed. (Suggestions should be made for changes in the paper should this not be the case.)
- 1.16 Avoid similarly worded questions (questions that duplicate content) in one paper.

2.0 MODERATING THE MEMORANDUM

2.1 Check to ensure :

- It is relevant to the question asked
- that any case history data included in the question is utilized appropriately in the answer
- it reflects a person – rather than a disease-centered approach to nursing care
- it requires the student to ascertain known patterns/habits/lifestyle before proposing a new schedule/habit/lifestyle, etc.
- that it has all the relevant information required if not, suggest additions
- that the key facts which need to be mentioned for full credit are given
- if there is too much/ too little information vis-à-vis marks allocated
- if students can obtain full marks with little in-depth knowledge. If so, does anything need changing?
- that examiners have recognized that some students may have English as a second or third language. Questions should be set using words that are easy to understand and direct;
- that questions which have too many valid facts which do not appear in the memorandum need to be reviewed.

3.0 MODERATION of SCRIPTS

- 3.1 Mark sheets (from the college) should include Paper I and Paper II results and the total class average for each paper.

- 3.2 Internal markers' overall comments on scripts should be included as well as the distribution of grades for the paper and averages for each question.
- 3.3 When checking scripts the external examiner must examine **enough** of the written papers (15-20%) to satisfy her/himself that the marking by internal examiners has been fair, reliable and appropriate with respect to the standards required at different levels. In addition, attention should be paid to specific problems brought to her attention by the internal examiner.

The following questions need to be asked:

- 3.3.1 Are additions and percentages correct?
- 3.3.2 Have all questions been marked? If a single question is found to be unmarked, all scripts should be checked for unmarked questions.
- 3.3.3 Has the mark allocation been consistent, reasonable and fair? If mark allocations are unsatisfactory, all the scripts may have to be individually remarked or reassessed as a group.
- 3.3.4 If questions have been marked by different examiners, have they been consistent in allowing/disallowing specific facts/
- 3.3.5 Have marks been credited for vague terminology e.g. 'high fluid intake,' 'reassured the patient'?
- 3.3.6 If the questions relate to specific care have marks been allowed for general care?

3.4 Sampling

Sample the following:

- 3.4.1 borderline honors = 70- 70+; borderline failure eligible for a supplementary examination = 39-49;
- 3.4.2 if many failure – sample these and if necessary mark all;
- 3.4.3 a minimum of 12.5% of scripts for moderation but 20% is recommended;
- 3.4.4 if there are different markers – moderate approximately same number of scripts for each marker;
- 3.4.5 if there is a new style of question, then the percentage sample may need to increase;
- 3.4.6 ensure all questions moderated
- 3.4.7 NB: if there are 2 papers, moderate both papers for each student sampled**
- 3.4.8 If after moderating scripts it is believed marks are either too high or too low, and all other scripts (i.e. not moderated) are to be raised or lowered by a fixed percentage, then those who fail by so doing needs to have scripts individually marked. This situation could also arise if there are problems with the teaching and all students give the wrong answer.

4.0 MODERATION OF OSCE's

Consider the following in the submitted OSCE document

4.1 STUDENT INSTRUCTIONS

- 4.1.1 Student instructions should be clear; logical and accurately translate (i.e. What must the student do? How much time is available? What documents/equipment will be available?)

4.2 CHECKLIST

4.2.1 Face validity

- Is the checklist comprehensive?
- Does the checklist cover the most essential aspects of the intervention (procedure)?
- Is the station intellectually challenging and appropriate for the level of the student? (e.g There should be a choice of props, forms, etc. so that the students are required to select appropriately.)

4.2.2 Construct Validity

- Logical format of procedure
- Where sequence is important ensure that the marking reflects this.

- Is the checklist constructed in such a way that it coincides with the student instructions; is the numbering congruent e.g. Section A,B etc. if appropriate
 - Are the critical factors really critical issues?
 - Is the mark weighting appropriate to the information required?
- 4.2.3 Full credit only given when objective of the intervention is attained.
- 4.2.4 The manner in which students perform skills must also be evaluated (i.e. the “how” it is done and not only “what” is done!) If a Yes/No system is used ensure that there is a rating scale interpreting the Yes.
- 4.3 **Management Aspects**
- 4.3.1 Check that the confidentiality of the exam is maintained until it is complete
- 4.3.2 Where there is a duplication of stations, ensure that the equipment is identical
- 4.3.3 Where possible use people rather than dolls as emphasis should be on interpersonal skills
- 4.3.4 **Role Players**
- There should be clear instructions to the role players
 - Role players should be dressed appropriately.
 - Ensure for relief of role players where there is a large group of students
 - Where stations are duplicated make sure that the role players are suitably orientated and briefed about their responses to ensure consistency. A written cue card is advised.
- 4.3.5 List of props included for each station
- 4.4 **Prior to the examination**
- 4.4.1 Check that examiners are well orientated to their stations and mark sheets
- 4.4.2 Check that duplicated stations are identical
- 4.4.3 Check that equipment is the same, e.g. suction apparatus
- 4.4.4 Check that role player’s stories are consistent
- 4.4.5 Communication with the students during the stations should be limited to:
- Clarification by handing the student a copy of the instructions if required
 - Checking when it appears that the student has completed the skill that is so, and allowing students to relax.
- 4.4.6 Monitor students carefully who have previously failed and transferred from other colleges.
- 5.1 **Problems**
- 5.1 When to refer to a senior college agree or to the Head of UCT Nursing Division (for attention: Prof Sheila Clow, Division of Nursing and Midwifery, University of Cape Town, GSH Old Main Building, F 45 Rm 49, OBSERVATORY 7925) Tel: 021 4066449; 0836595266).
- 5.1.1 If you are uncertain how to handle a problem or are concerned on either academic or professional grounds
- 5.1.2 when there are inconsistencies or discrepancies that affect the result or relate to the problems/deficiencies in teaching or practice (e.g. all students obtaining poor marks in a specific question.
- 5.1.3 When the results do not produce a normal distribution curve. If failure or honors passes exceed 10 – 15 % or conversely if there are many failures, this should be cause for concern
- 5.1.4 When students who are repeating fail again
- 5.1.5 Where there is a marked discrepancy between 2 papers within one subject
- 5.2 What to do if percentage failure is too great.
- 5.2.1 Try and establish as reason for this, e.g. was the paper too difficult?
- 5.2.2 Scrutinize the questions in which the students who have failed have done worst. Consider aspects of nursing covered in these questions – and whether it is core knowledge essential to a safe practice.
- 5.2.3 Have another colleague check a sample of the scripts of the students who have failed
- 5.2.4 Discuss the situation with the UCT convener for WCCN external examiners. She may suggest discussion with the College nurse educators or may delay that until the examination committee meeting. If the question paper is fair and the teaching/learning opportunities have been appropriate to the question asked and the question deals with

important knowledge/ skills then the failure rate may need to remain - if not then the external examiner should discuss the matter with the HOD and make a recommendation as regarding raising the marks./ there should be consensus between External Examiner and the HOD.

6.0 WRITING THE REPORT

Please consider all the above before writing your report. A copy must be sent to the HOD, UCT Division of Nursing and Midwifery, For attention:” Prof Shelia Clow.

7.0 ADMINISTRATIVE MATTERS

- 7.1 **All examination correspondence, including examination papers and scripts**, are to be addressed to Mr. D Govin, Western Cape College of Nursing, Private Bag SURWELL 7762 for the attention of the specific internal examiner.
- 7.2 The College will send a driver to deliver and collect all correspondence, examination papers and scripts. Please arrange for the security and safekeeping of these documents. All envelopes and boxes of scripts to be sealed and waxed or another method of security.
- 7.3 Assoc Prof Sheila Clow will represent UCT at the examination board meeting (a sun-committee of the College Senate).

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Revised: 2008 by Una Kyriacos

Revised Sheila Clow, December 2009, November 2011

Addendum 7

Doc. Number	WCCCN/2018/12
Date Issued	2018/01/23
Revision	

Student Reflection on Teaching and Learning Policy

All Change requests should be submitted to the College Senate

PREAMBLE

This policy is to be applied from adoption hereof.

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	Not Satisfactory	Acceptable	Quite good	Excellent	Not Applicable
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.						
	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.						

Addendum 8

Doc. Number	WCCN/2018/13
Date Issued	2018/01/23
Revision	2018/05/05

Work Integrated Learning and Student placement

2. SCOPE

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.

3. THE PURPOSE OF THIS POLICY

- a) To ensure that work place learning is meaningful and constructive.
- b) To ensure that work place learning is planned, implemented and evaluated
- c) To ensure that all contact with the community is done so keeping in mind the institutions' vision and mission
- d) To provide a framework for collaboration between all stakeholders and the Western Cape Government Department of Health.

3. REFERENCES

- Western Cape Government Multi-lateral agreement
- MOU signed between Western Cape Government department of Health (Clinical Service Platform) and WCCN
- Indemnity policy
- 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

5. RELEVANT INSTITUTIONAL POLICIES & GUIDELINES

- Vision & Mission
- Assessment Policy and Procedure and rules for assessment
- Qualification Review Mechanism
- Student Academic Support
- WCCN student Impairment Policy
- Department of Health Uniform & Identification device Policy
- Department of Health Placement Policy
- Departmental Policy: Sexual Harassment (01/12/1999)
- Department of Health Code of Conduct
- National Department of Health Patients Right Charter
- Western Cape Department of Health Mission, Vision & Values
- Terms of reference Nursing Education and Training Advisory Committee
- Student Identification Devices Policy
- Student Transport Policy
- Quality Management Policy
- Library Access Policy
- Healthcare 2030

6. DEFINITIONS

6.1 Work Integrated Learning

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

Develop/enhance strategies to reach the SANC requirement for **70% supervision in undergraduate clinical placement and 50% for Post Graduate students**. The 70% supervision for undergraduate students will be shared between established clinical training units/professionals in the clinical areas and clinical supervisors/lecturers from WCCN (50/20 principle)

6.2 Experiential Learning

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

6.3 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.

6.4 Clinical Experiential placements

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

7 PRINCIPLES WHICH THIS POLICY STRIVES TO UPHOLD

- Credibility
- Transparency
- Universal applicability

- Fairness

8. POLICY GUIDING PRINCIPLES

- a) The type of work integrated placement should be appropriate with regard to the program level. (Certificate, diploma or degree) and the relevant discipline or field.
- b) 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.
- c) Work integrated placement must form part of the institutional planning and resource allocation. It must meet the requirements of the Professional body, the student and other stakeholders.
- d) The coordination of workplace learning should be done effectively and should include monitoring of infrastructure, communication and progress

9. POLICY PROVISIONS

All work placements across all qualifications and levels, should:

- h) Be embedded in the curriculum
- i) Be at the appropriate NQF level with the required credit allocation
- j) Link work placements with learning outcomes of the program
- k) Have written agreements with relevant stakeholders.

10. POLICY IMPLEMENTATION PLAN

10.1. Planning

The level of the student to be placed and the required learning outcomes will be considered. The professional bodies, curriculum developers and external stakeholders will be consulted and HEQF levels considered.

- a) Student 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 workplace learning.
- d) All Clinical facilities for work integrated learning will be accredited and will have formal agreements drawn up and signed.
- e) All Health science and related students placed on the clinical platform must be duly registered with the relevant health statutory body in South Africa.
- f) 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.

10.2 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.

10.3 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

10.4 Reflection on Work Integrated learning

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

11. ROLES

- a) The Teaching provider 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

12. RESPONSIBILITIES

12.1 Faculty/Department/Facility

- a) Building external partnerships
- b) Ensuring the students sign a code of conduct before entering the workplace
- c) Ensuring that student 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.

12.2 Students

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

13. RESOURCES REQUIRED

- Financial
- Human Resources
- Infrastructure

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

PLEASE REFER TO ANNEXURE 1: MEMORANDUM OF UNDERSTANDING BETWEEN DEPARTMENT OF HEALTH (CLINICAL PLACEMENT FORM) AND WESTERN CAPE COLLEGE OF NURSING.



WESTERN CAPE COLLEGE OF NURSING / CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

CLINICAL PLACEMENT HOURS SHEET RECORD

Annexure 2

WESTERN CAPE COLLEGE OF NURSING / CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

CLINICAL PLACEMENT HOURS SHEET RECORD

STUDENT NAME & SURNAME.....

STUDENT NUMBER.....

DATE	CLINICAL FACILITY	CLINICAL PLACEMENT AREA	TIME ON DUTY	TIME OFF DUTY	SIGNATURE OF STUDENT NURSE	SIGNATURE OF PERSON IN CHARGE	TOTAL NO. OF HOURS WORKED DURING WEEK	COMMENTS
WEEK 1								
WEEK 2								
WEEK 3								
WEEK 4								



COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING

SERVICE-LEARNING

PLEASE PRINT LEGIBLY

INDEMNITY FORM

I the undersigned
Student number a year student at the
Western Cape College of Nursing, (Department of Health) campus
hereby indemnify the Department of Health from any claim for loss of, damages or injuries which I may
incur as a result of my participation in the Community engagement and Service Learning Programme.

Signature of participant: Identity number:

Date: 2018

Place:

Witness 1 :

Date: 2018

Witness 2 :

Date: 2018

17/04/2018

ANNEXURE 4

STUDENTS ON THE SERVICE PLATFORM

GLOSSARY OF TERMS

WCCN - Western CAPE College of Nursing

WCGH – Western Cape Government Health

HEI – Higher Education Institution

SANC – South African Nursing Council

WCCN Nursing students:

do experiential learning in hospitals, community health centres, clinics, and other community-based health services of the Western Cape Government Health.

This document serves to propose a template for Annexure 4 of the Work Integrated Policy of WCCN in terms of students on the service platform. Each Higher Education Institution (HEI) may have some variations on specific approaches and procedures to the items on the table of contents below.

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41: STUDENT'S CODE OF CONDUCT; PROFESSIONAL BEHAVIOUR; DRESS CODE AND IDENTIFICATION DEVICES

This component of the document offers a guide to Professional Behaviour expected of Health Sciences Students (including usage of social media), who are given access to the service platform.

Students in the health sciences professions, doing clinical work are expected to act in accordance with the ethical norms laid down by the:

Statutory professional bodies with which students register, such as:

- **SANC** – the South African Nursing Council established by section 2 of the Nursing Act, 33 of 2005;

The intention is to encourage students to maintain high standards in their personal and professional lives and to strive to uphold, in their behaviour, the high esteem in which health professionals are viewed.

The SANC graduate attributes of: Communicators

- Collaborators
- Managers
- Health advocates
- Scholars and
- Professionals
- Patient Advocacy

Health Sciences Faculties and the Western Cape Health Government (WCHG) expect students to:

- Learn the knowledge and understanding of the scientific, philosophical, ethical and legal principles underlying the practice of patient centred care and demonstrate the ability to apply that knowledge and understanding to problem solving in the health care environment;
- Acquire the ability to work as an effective member of a health care team through understanding and respecting the roles of other health professionals and work collaboratively through appropriate interprofessional and interdisciplinary relationships in the interests of delivering a high level of patient care; and
- Be committed to forming appropriate partnerships with patients through respecting their cultural, ethnic, age, gender, sexual orientation and socioeconomic origins in order to optimise their health and the care they are offered.

The following areas of general behaviour, dress code, academic and clinical training, relationships with patients, relationships with colleagues, clinical practice and social media are presented as a guide in developing professional qualities.

41. 1 General behaviour

Students need to be aware that their behaviour outside the clinical environment, including in their personal lives impacts on both their clinical and academic work and may have an impact on the confidence that their patients and their teachers have in them and their fitness to practice. Students are expected to be polite, honest, compassionate and trustworthy and act with integrity. This includes being honest when conducting research, writing reports and logbooks, signing attendance registers and when completing and signing forms. Students need to be aware of plagiarism and report it when observed in others. Students need to be present and punctual for all formally arranged learning opportunities and assessments or provide medical or other valid reasons for their absences.

41. 2 Dress Code

See Department of Health Uniform policy Circular 56 of 2017 attached.

41. 3 Academic and clinical training

Students need to take responsibility for their own learning and to maintain their learning and skills throughout their careers. This means that they need to keep up to date and practice as much as possible the skills that they are taught. Health sciences professionals learn through seeing procedures done, trying these skills under supervision or in a clinical skills laboratory and then practising the skills in a clinical environment under supervision until they are skilled enough to do these alone. Students are expected to gain as much clinical proficiency as they can.

Students are expected to:

- Attend all structured teaching and learning sessions (lectures, tutorials, clinics, ward rounds, after hours duties, laboratory sessions etc.);
- Complete all assignments and written work on time;
- Show respect for the knowledge and skills of their teachers and others involved in their learning;
- Behave with courtesy towards teachers, administrators and support staff;
- Reflect on the feedback they are given about their behaviour and performance and respond appropriately;
- Respond to communication, whether this be in connection with patient care or their own education; and
- Give constructive feedback on the quality of their learning and teaching.

41. 4 Department of Health Code of Conduct with Relationship with patients, fellow students, colleagues & stakeholders

See Provincial Department of Health Code of Conduct

41. 5 Clinical Practice

Being able to provide a high standard of clinical care is key to becoming a health professional.

Students are expected to:

- Recognise and work within the limits of their competence and ask for assistance when necessary;
- Be honest with patients and accurately represent their position as students;
- Ensure that they are appropriately supervised;
- Ensure that the treatment offered is based on clinical need;
- Be aware of scarce resources and not waste these;
- Maintain high standards of clinical practice;
- Raise concerns with the relevant authorities when clinical standards that could compromise patient or others safety are not upheld.

41. 6 Safe usage of wireless communication devices

See Provincial Department of Health Policy on the safe usage of wireless communication devices

41. 8 Social Media

See Provincial Department of Health policy on dealing with the media

4.1.9 Disciplinary measures on the service platform

See Provincial Department of Health Code of Conduct & WCCN student Disciplinary Code and Procedure

4.2 STUDENTS-STAFF RELATIONSHIPS

Students on the service platform should adhere to the SANC: Ethical Rules of Conduct & Department of Health Code of Conduct

Discrimination & Harassment Office

See Provincial Department of Health Sexual Harassment Policy

Recording & Monitoring of clinical hours

The recording of hours that cannot be verified by designated clinical supervisors and or delegated professionals will be seen as fraud. Fraud been seen as a very serious transgression and will be manage according to the WCCN schedule of transgression. Students must complete time sheets according to quality management policy.

4.3 STUDENT REPORTING LINES AND GRIEVANCE PROCEDURES

Student reporting lines are to be well defined by WCCN in terms of academic needs but also in terms of support needs while on the service platform, which is the ambit of this section of the document. Professional standards and ethics should be upheld by WCCN. Students whom are aggrieved by unprofessional conduct or ethical dilemmas in the workplace should have platforms to channel and reflect such issues in a confidential space. Academic co-ordinators, lecturers, tutor-mentors, and class representatives should be aligned optimally by WCCN for student support. Please see Terms of Reference of Nursing Education and Training advisory committee.

4.4 STUDENT RESPONSIBILITY AT SITES

Lines of communication, responsibility and accountability in respect of patient care

4.4.1 Pre-requisites for clinical placement:

All students on the health service platform must be registered with SANC and must comply with any requirements such as being inoculated for Hepatitis B prior to the starting.

4.4.2 Hours of duty on clinical rotation:

During the clinical placement the hours of duty will be determined by the academic supervisor in consultation with the site supervisor. Should the work require students to stay longer because a job needs to be completed, it is expected of students to remain behind. Students may be required to sign the attendance register every day when reporting for duty and when leaving. Student need to arrange to work in deficit hours via the head of department/Clinical Supervisor.

4.4.3 Sick leave:

Students are to inform the head of department/Clinical Supervisor at the WCCN as well as the site supervisor immediately when sick. Absenteeism due to illness or personal reasons may be required to be made up by working days off or by extending the length of clinical placement. Student need to arrange to work in deficit hours via the head of department/Clinical Supervisor.

4.4.4 Health facility arrangements:

Parking

No discs will usually be issued to students for parking areas, but cars to be parked in the public parking areas, unless otherwise arranged.

Official post

Official envelopes may only be used for posting official mail (such as communication to professionals or patients) and the envelopes must carry the department's stamp as required. For internal mail reusable envelopes should be used at all times.

Health facility property

Removal of health facility property from the premises is viewed in a serious light and offenders will be prosecuted for theft. The security officers have the right to search bags on leaving the facility. See Provincial Department of Health Code of Conduct & Asset Management Policies

Smoking

The health facilities are smoke free zones and smoking is only allowed in specially demarcated areas. See Provincial Department of Health smoking policy.

Communication

You will be informed by your co-ordinator which departmental commitments you should attend. Any notices of importance to students will be conveyed to you via the lecturer/ student co-ordinator and/or supervisor.

Professional responsibilities:

Students should at all times portray a professional image to colleagues, other health care staff and the public. Behaviour must be professional at all times. Punctuality, courteous and active engagement in clinical activities is expected.

4.5 ACCESS TO PATIENTS INCLUDING THE FOLLOWING PRINCIPLES:

Students should become familiar with the Patients' Rights Charter in order to understand what patients are entitled to, what they can expect from the health system and how they can assist in this regard.

The Patients' Rights Charter affords the patient the following rights:

- Participation in decision making
- Access to healthcare
- Healthy and safe environment
- Choice of health services
- Treatment by a named health care provider
- Knowledge of one's insurance or medical aid scheme
- Second opinion
- Continuity of care

Integrity

Consisting of the competencies/quality of being honest and having strong moral principles by acting consistently with principles, values and beliefs; telling the truth; standing up for what is right; and keeping promises (Pera & van Tonder, 2012:304).

Compassion

Actively caring about others (Lennick & Kiel 2005:7)

Autonomy

Autonomy refers to the person's own choice is the ultimate expression of their own convictions, as long as it does not limit or infringe on the freedom of others.

In health care this principle is binding and should be adhered to without falter unless it is overridden by another ethical principle (Pera & van Tonder, 2011:54).

Non-Maleficence and Beneficence

Decisions implemented in health care are based on the principle of avoiding harm at all cost and assessing the person with the exclusive view to help the person without causing harm. It is not always possible to treat these principles separately as they are interlinked. It may include non-harming or inflicting the least harm possible to reach a beneficial outcome (Pera & van Tonder, 2011:56).

Distributive and Social Justice

Distributive justice refers to the generosity, including the provision of goods and charity, to others who are presumable less fortunate than us. This specific principle may apply to not only the health care user but the provider. This person may require generosity in order to be able to ultimately provide generously in the needs of the health care user and other health care providers (Swartz, 2013:24)

Fidelity

This principle implies being faithful and displaying loyalty. To confide in someone is to show trust in the person and in health care it is closely related to confidentiality. It refers to keeping your promises (Pera & van Tonder, 2011:60).

Veracity

This principle includes telling the truth. This truth is reflected in the trust that the patient may have in the health care provider. In addition, it may apply to the trust that the health care provider in the work integrated learning environment may have in their clinical Supervisor (Pera & van Tonder, 2011:60).

Confidentiality and Privacy

This moral rule refers to keeping data or information confidential whereas privacy refers to "self" the personal person to remain private. Legal duties may necessitate divulging such information where it is in the public's interest. These rules may be applied by the health care provider during the provision of care as well as receiving tuition within the workplace integrated setting (Pera & van Tonder, 2011:61).

All confidential information can only be divulged with the explicit written consent of the person who this information pertains to. The National Health Act allows for the disclosure by health-care workers of personal information to any other persons as specified in the act (McQuoid-Mason & Dada, 2011:5)

Dignity & Respect

Dignity: honourableness, a quality of the person being elevated.

Respect is a viewpoint, a quality of the person doing the elevating. In your example context, there is considerable overlap of connotation, and one could be used in place of the other (Psychology Today)

Respect: self-respect is at the heart of respecting others.

When you can identify and appreciate your strengths and accept your vulnerabilities, it's easier to truly respect the value in others. It is essential that the health care user and providers must be treated with respect in recognition of their value as individuals (Value of Respects, North Carolina)

Patient Advocacy

The nurse's value system is reflected by the way they practice their role as the patient's advocate. Advocacy embodies the role of caring ethics and not positions of power and prejudice. (Pera & van Tonder, 2011; 85) The same caring ethics may apply to the worker in the experimental integrated learning environment.

Informed Consent

The age of legal capacity must first be determined: *The South African courts determined that the person who gives the informed consent must have:*

- *Knowledge of the nature or extent of the harm or risk*
- *Appreciate and understood the nature of the harm or risk*
- *Consented to the harm or assumed the risk; and*
- *The consent must have been comprehensive, (i.e. extended to the entire transaction, inclusive of its consequences).*

(HPCSA. 2008:5)

How to address patient right violations and complaints?

See Complaints and Complements Policy of the Department of Health.

See Adverse Incident Reporting policy of the Department of Health

4.6 GUIDELINES FOR USE OF EQUIPMENT

Medical equipment has various applications in health care and is used to improve patient care and treatment as well as established diagnoses. These guidelines were developed to advise health care students on the safe and efficient use of medical equipment in health care facilities.

When working with medical equipment or devices, it is recommended that the following principles/guidelines are adhered to at all times:

- Medical devices are essential for safe and effective prevention, diagnosis, treatment and rehabilitation of illness and disease. The achievement of health-related development goals, including the SGD Millennium Development Goals is dependent on proper manufacturing, regulation, planning, assessment, acquisition, management and use of medical devices which are of good quality, safe and compatible with the settings in which they are used.
- Students should not use equipment if they have not received proper training on the use thereof.
- Where there is a need for training for the safe and competent use of equipment, the student is expected to bring this under the attention of his/her line manager.
- Students should access or use equipment only when authorized to do so.
- Students can only use medical equipment independently once found competent to do so by his/her line manager.
- Students need to familiarize themselves to the environment and conditions under which some equipment are used.
- Medical equipment is generally expensive and the unsafe use thereof places a financial burden on health care facilities should such equipment need to be replaced due to negligent or unsafe use thereof.
- Some medical equipment is potentially dangerous to the user, patients and fellow staff. The safe use of user protocols and standard operating procedures should be observed.
- All faulty equipment must be reported to the responsible line manager.
- Students should adhere to policies related to the medical equipment management plan.
- Some medical electrical equipment may be affected by mobile devices when they are used in close proximity. Students are encouraged to abide by hospital rules restricting the use of mobile devices. Students should follow safety precautions where the use of mobile devices is prevented or use thereof restricted.
- Be cognizant of electro-magnetic interference of cellphones and other mobile devices on hospital equipment or devices as this may pose a risk to patients, staff and operation thereof. Electromagnetic interference can be defined as the interruption, obstruction or degradation of the performance or function of electronics or electrical equipment caused by electromagnetic fields for example the stoppage of medical electrical equipment caused by electric fields emitted from radio equipment.

4.7 SAFETY AND SECURITY RISKS AND PROCEDURES

The service platform environments expose students to risks in terms of safety, health and wellness. These domains include personal safety and security, occupational health and safety, as well as psychosocial wellness. The WCCN and the WCGH are committed to partnering with students to safeguard safety, health and wellness. Academic support is the focus area of this template.

WCCN students do experiential learning in hospitals, community health centres, clinics, and other community-based services of the Western Cape Government Health.

Students have a co-responsibility to ensure their own safety by heeding risk management measures and procedures throughout their participation in their clinical learning placements. The WCCN and the WCGH place a high priority on the safety, health and wellness of its students when engaged in clinical service learning activities. Risk management forms part of good practice in clinical service and strategies and should be planned and implemented and communicated adequately at the orientation processes of students of WCCN.


RISK ASSESSMENT

Assess risk factors before students go to site, so that they can be adequately prepared. The following categories may be helpful in this assessment:

- Environmental safety – such as occupational hazards in industrial areas, quality and availability of water in rural areas and no road signs in townships.
- Road safety – such as gravel/muddy roads in rural areas, dangerous areas to stop at, high accident areas, mountain passes, misty areas and heavy traffic areas
- Prevailing infectious diseases – such as malaria, cholera, typhoid and HIV-AIDS
- Animal and insect prevalence – mosquitoes, snakes, spiders, scorpions, etc
- Crime and violence – such as any know ‘hot spots’ for hijacking/bag snatching/sexual violence

Students should:

- Accept responsibility
- Be proactive and prepare for clinical rotations
- Collect relevant telephone and emergency numbers and save them in cell phone
- Delve in detail of the site, geographical location and potential risks
- Engage with the area and be conscious of the surroundings: The adage “Trust your instincts, intuition doesn’t lie” of Oprah Winfrey is useful as is following gut instinct and asking people who work or live in that environment for advice.
- Follow the rules of engagement, respect and adhere to the community code of conduct and local culture
- Grab responsibility for what is yours: **Your** health and **your** safety are first and foremost **your** responsibility!

- Have communication means such as a personal cell phone  preferably and consider the following:

- Personal cellular telephones must be switched on and close at hand at all times, **but not visible**, to enable the lecturer or other contact person to make urgent contact with the student(s) if necessary. Cell phone numbers should be given with careful consideration to third parties.
- Institutional Emergency numbers must be saved, e.g. **ER24 – Tel: 084 124**
- The following telephone numbers must, where applicable, be available to students and if necessary be stored in the cellular telephone:

Ambulance Service / fire / other (Metro)

- From a landline: **10177** (toll free call if made from a landline including a Public Phone – this line also gives you access to other emergency services including police and fire)

Emergency call centre (all emergencies – all services)

- From a landline (including Public Phone): **107**

- From a cell phone: **021 480 7700**

ER24 - Emergency Medical Care – 084 124

South African Police Services (SAPS) & all emergency services

- From a landline: **10111** (Toll-free call if made from a landline including a Public Phone)

- Report-a-Crime (SAPS Crime Stop): **08600 10111**

- **Flying squad: 10111**

Lifeline (24-hour counselling) **021 461 1111**

National HIV + TB Health Care worker hotline: 0800 212 506

Rape Crisis: 021 – 447 9762

Stop Women Abuse / Stop Gender Violence Helpline: 0800 150 150

Suicide Helpline: 0800 567 567 (8am – 8pm)

It is the responsibility of students to store the above-mentioned telephone numbers on their personal cell phones as required.

4.7. 1 SAFETY GUIDELINES

Safety guidelines are drawn up for WCCN

If at any time there is ever any question regarding safety in the area, the local police station or other contact person(s) should be contacted. If necessary the students should leave the area as soon as possible, using the safest/route of choice and inform the responsible lecturer.

If students become aware of temporary danger to person or property in certain areas (e.g. as a result of protests), it is the responsibility of students themselves to make alternative arrangements, or to consult with university staff for making such alternative arrangements for the completion of the relevant part of the clinical training.

4.7.1.1 Home visits

- Students may **never** do home visits alone. Wherever possible, a responsible person should accompany the student(s).

4.7.1.2 Insurance

- WCCN to stipulate the relevant insurance arrangements for students.

4.7.1.3 Transport

- Should any problem arise while students are working in the community, they must immediately contact the nearest police station and enquire about the safest/recommended route to leave the area.
- Students must never go alone on a home visit, nor preferably drive alone to the clinical placement.

- Car doors must be kept locked at all times, and items of value, e.g. handbags, laptops, purses and cellular phones and even study material, must always be kept out of sight. Wherever possible, lock up facilities should be provided by the clinic or other institution. If these are not provided, ensure that all valuables/important items are out of sight, preferably locked in the boot of the car.
- Cars must be parked in the grounds of the clinic or health facility, or as near as possible to the particular place of work.
- Cars should be parked in well-lit areas when working after hours.
- Under no circumstances may students transport patients in private (or any other) vehicles.
- Students should be vigilant for the risk of smash and grab theft through car windows or car hijacking

4.7.1.4 Valuables

- Leave unnecessary valuables (expensive watch, jewellery, etc.) at home.
- Take a padlock with you so that wherever there are lockers available, you can make use of them.
- Take a laptop with you only if essential.
- Keep your cellphone out of sight. Money, documents, bank cards, keys, etc. are also safest in a 'waist wallet' or 'money belt'.
- Valuables in a car or bus should not be visible from outside of the vehicle.



If you lose your possessions or have them stolen

If you have insured your own possessions with an 'All Risks' provision, report your loss to the police before claiming from the insurers. Make sure that you keep a note of the serial numbers of your cell phone and laptop (if you have one.) In the unfortunate event of these items being stolen or lost, you will need the serial numbers when you report the matter to the police as well as for insurance purposes.

When reporting any matter to the police, make sure that you are given a case number. Again, you will need this for insurance purposes and for any follow-up that might be required. Also make a note of the name and telephone number of the police officer who took your report.

Again, please be reminded that the University or WCGH provides **no insurance cover for personal possessions** and accepts no liability for any personal items that may be lost or stolen whether you are involved in compulsory academic activity or at any other time.

4.7.1.5 Reporting of an incident

All incidents pertaining to safety, security, health and wellness should be reported to the WCCN Head of Department/Clinical supervisor

If involved in an accident, are threatened, mugged or assaulted, students should:

- Phone for help
- Go to the Student Wellness Service but it is **recommended** that you go to a properly equipped **trauma unit** at either a state hospital or, if you choose to and are on medical aid, a private hospital.

- Report any incident involving a criminal act and/or a motor vehicle accident to the police as soon as possible.
- Report all incidents involving theft, assault or any other criminal act or accident to the course supervisor.
- Access debriefing and counselling services as provided

• **Sexual Harassment in the Workplace**

Definition: “Unwanted conduct of sexual nature which affect a person’s dignity where such conduct is unwanted, unreasonable or offensive to the recipient”

Sexual harassment violates the victim’s right to integrity of the body and personality, and is aggravated in the employment context by the fact that the victims are sometimes afraid to complain because to do so could lead to a loss of opportunities, or even to dismissal.

Allegations of sexual harassment must be dealt with seriously expeditiously sensitively and confidentially.

Students to report any sexual harassment incidents to their immediate supervisor/or person they feel comfortable to share the information to report to Appointed Sexual Harassment Officers

• **Faced with a potentially dangerous situation**

If you come upon a dangerous situation (e.g. gang warfare or taxi violence), make an immediate assessment of the dangers involved and of your safety and decide whether you need to leave.

If you decide to leave, report this immediately to your supervisor at the placement and explain why you decided as you did. If your sense is that your safety is under threat and that you need to get out of the situation, this will always be accepted. Students have a right at any time to raise queries concerning reasonable safety.

• **Faced with a potentially violent person**

Going through various options in your mind before something happens, makes it easier to choose a suitable course of action when you find your-self in a pressurised situation. There are a number of potentially useful strategies when faced with a person who is threatening violence or is becoming violent.

Usually people threaten or become violent when they are feeling fear, frustrated, wish to manipulate or intimidate, are in pain, under the influence of substances, hungry, tired or have experienced some kind of loss. Thinking carefully about what the person is trying to communicate or achieve through their threats can be useful in guiding your response and protecting yourself. Always consider whether the person is under the influence of substances.

Remember first of all that you have the right either to refuse to see a patient who is violent, threatening or abusive or who is being accompanied by an abusive person, or to request the presence of another person if you feel unsafe or uncomfortable. Trust your intuition! If faced with a threatening person.

• **Try and stay calm:** at least give the impression of being calm, self-controlled and quietly confident without suggesting that you are un-concerned about their situation, dismissive, overbearing or arrogant in any way. Sometimes expressing frustration about an agitated patient’s situation may communicate that you understand his or her feelings and displace the emotion into a more manageable process. Usually an event has triggered the anger. The context and people responding may escalate or calm the situation depending on their response.

- **Listen:** Try to establish as quickly as possible what the problem is and how you can help. Let the person know that their position is understood. Identify areas where the person may be correct in their views, rather than pointing out where they are wrong.

- **Maintain appropriate eye contact**, remembering that the more eye contact, the more the feeling between you will be reinforced e.g. if someone is very frustrated, eye-contact may make them more frustrated. Depending on the culture and situation, looking at them, but without eye contact may be helpful.
 - Avoid provoking the person who is behaving violently or threatening to be violent – rather seek to pacify and reassure the person. Patients should never be patronised or spoken to in an authoritarian manner.
 - Keep talking, using as normal a tone of voice as possible. Use simple, clear and direct language. Speak in short sentences and use the volume of your voice to get the person's attention. Sometimes speaking softly can be more useful in getting the person's attention.
- As far as possible, use non-verbal communication to calm the situation. Be aware of your body language and use it to convey concern and a sense of calm. Do not abuse, threaten or insult the patient.
- Respect the patient's personal space. A person who is angry or frustrated may feel the need for a larger space. It is wise to ask permission of the person before approaching too close or touching him or her.
- If the situation has turned violent or appears to be on the verge of turning violent if possible leave and get help. Once you have started moving away, keep going until you have reached safety. Then call for help.
- If the attack on you is meant to establish the other person's dominance then pretend (fake) submission and try diversionary tactics – anything that might redirect the assailant's attention.
- As soon as a risk of attack becomes apparent, check on escape routes or exits and, if possible, work your way towards them. Avoid getting into a corner. Keep as far away from a potential assailant as possible and try to put something (e.g. a desk) between yourself and him. Get potential weapons out of the way if you can. If you cannot get away, it can be safer to be very close to the patient, even touching him or her, rather than standing a few meters away.
- If the assailant is armed, ask him pointedly to put his weapon down. Try to take the initiative where this is possible, by saying to the assailant quietly but firmly what you would like him to do. If necessary, repeat your instructions slowly, in a quiet, respectful yet firm way. Whether this approach is advisable and likely to be effective or not will depend on the particular assailant, what he or she is trying to communicate and circumstances involved. Use your discretion which under these sorts of circumstances probably means following your gut feeling.

Trust your intuition!

- You cannot count on bystanders to help. You can, however, some-times break 'bystander apathy' by directing a highly specific request for assistance at a particular person who is amongst the bystanders. The trick is to identify someone and give them precise instructions about what they should do.
- Where two people are managing a violent patient, it is important that one person takes the lead and the second person supports. This reduces the confusion and makes the situation feel safer.

4.7.2. STUDENT HEALTH

4.7.2.1 Staying healthy

Healthcare professionals and students have an above-average exposure to infectious diseases. Risk can be reduced by:

Frequent hand washing



Practising standard precautions

- Needle sticks and other occupational exposures can lead to infection with HIV, Hepatitis B and Hepatitis C.
- Avoid being infected by blood-borne and other pathogens by practising standard precautions and avoiding as much as possible direct exposure to human body fluids.
- Take care in handling, cleaning or disposing of sharp needles, scalpels etc.



- Always dispose of 'sharps' safely. Discard all sharps in designated sharps containers immediately after use.
- Use protective barriers (gloves / goggles / waterproof aprons /waterproof footwear) when appropriate and possible. Immediately and thoroughly wash hands and other skin surfaces that are contaminated by blood or other body fluids.
- Routinely wash hands before and after examining a patient or client.

Being immunised

Immunisation can drastically reduce your chances of contracting many diseases. Keep your recommended immunisations up-to-date. First Year students may be restricted to register for the Second Year until submission of written proof a full course of such immunisations. Immunisations can be obtained from the Student Wellness Service by appointment or at your own GP and certain pharmacies. Other immunisations that are strongly recommended include an annual influenza immunisation, Hepatitis A (if non-immune) and Chickenpox (if non-immune). Hepatitis B immunisation must be administered to all healthcare workers. It is compulsory for all undergraduate Health Sciences students to have received a full course of Hepatitis B immunisations by the end of first year of study. A 5 yearly booster is recommended.

4.7.2.2 Health Care Services available for students: See MOU signed between WCCN and identified clinical facilities:

Metro West Campus – Heideveld CHC with its referral systems

Metro East – Read Street Clinic with its referral systems

Boland Overberg Campus – Worcester CHC & Worcester Hospital with its referral systems

Southern Cape Karoo Campus – George Civic Centre Clinic & George Hospital with its Referral systems

ICAS Health and Wellness Programme to assist with student counselling and other services – Services sourced by the Provincial Department of Health

Emergency Medical Services to respond to medical, surgical and other emergencies

Students will be responsible for their own medical cost based on the patient/client billing structure of the Department of Health

Students with Medical Aids must make use of Private Hospitals/Government Hospitals and or preferred Medical Dr's where applicable – Responsible for their own Medical Cost.

What to do if you are accidentally exposed to blood or other body fluids

WCCN puts in place processes for student safety should these situations arise. Students are to familiarise themselves with the details and of contact numbers if there is **ANY** doubt. It is essential to understand the process for these exposures at all hospitals and other clinical settings where placed.

Accidental exposure to blood or body fluids is most commonly in one or more of the following ways:

Needle stick injury;

Injury with another sharp object – e.g. scalpel blade, lancet, suture needle, broken glass;

Splash of blood or body fluids on to mucous membrane of eyes, mouth or nose and

exposure of non-intact skin to blood or body fluids.

Body Fluids include blood, CSF (cerebrospinal fluid), semen, vaginal secretions, synovial/pleural/pericardial/peritoneal/amniotic fluids, but not vomitus, faeces, urine, saliva, sweat, tears unless blood stained.

- **Stay calm!** Follow the necessary steps outlined below.
- **Encourage bleeding** if the skin was damaged by the injury;
- **Wash with soap and water**

If a mucous membrane splash, e.g. eye, then irrigate with tap water for **5** minutes.

Inform the most senior person in the area who will arrange for a blood sample to be taken from the source patient (1 tube of clotted blood). The 'source person/patient' is the person whose blood or body fluid you have come into contact with.

Note that the source person's blood should if at all possible be obtained immediately for testing [1 x yellow-top tube, labelled]. Wherever possible, this should NOT be done by you but by your supervisor or another person-in-charge who will explain to the patient what has occurred and sensitively and respectfully seek to persuade him/her to make him/herself available for pre-test and post-test counselling and testing for HIV, Hepatitis B and Hepatitis C. If the exposure occurred within a formal health facility, the source person must have such pre- and post-test counselling at the same facility where the incident occurred. His/her name, file number and contact details are important.

Report to the Immediate Care Area with the blood sample. (The Immediate Care Area is the area where the emergency management of injured staff and students can be carried out. What constitutes the Immediate Care Area will vary depending on where the accident occurred.) Here the blood will be sent for testing and the **initial dose of post-exposure prophylaxis (PEP)** will be given.

Remember that it is extremely important to **start anti-retroviral PEP treatment as soon as possible** — preferably within 4 hours of exposure though there might be benefit up to 72 hours after exposure.

4.7.2.3 PROTOCOL WITH REGARD TO SHARP OBJECT INJURIES/CUTANEOUS AND MUCOSAL EXPOSURE TO BLOOD OR OTHER INFECTIOUS BODY FLUID (PROVINCIAL DEPARTMENT OF HEALTH POLICY

Initial prophylactic medication is available at most training facilities. Should there be any uncertainty to the availability of prophylactic medication at any of the training facilities; the academic coordinator should ensure that students take a prophylactic “starter pack” with them.

- Clean lesions immediately and thoroughly with soap and water.
- Inform your supervisor immediately (either the sister-in-charge, registrar, consultant or other) who should then evaluate the incident and perform a thorough risk assessment of the injury.
- Obtain informed consent from both the patient and the patient’s parent or guardian (in case of a minor patient or a patient lacking decision-making capacity) for taking a blood sample (5 ml of clotted blood in a yellow gel tube for adults and 0.5 ml clotted blood for neonates) from the source (patient).
- Complete the report of an exposure incident form.

Side effects

Students with severe side effects from the prophylaxis treatment should return to the relevant Care Area of the WCCN Health Clinic.

Other exposures

Human bites and scratches should also be reported.

Forms

Incident forms must be filled in with as much detail regarding the incident as possible. It is by the analysis of incident trends that preventative measures can be taken

Protocol for HIV, Hepatitis B & C post exposure action

HW: Health worker PEP: Post exposure prophylaxis Source: Patient				
	HIV		Hepatitis B	Hepatitis C
Initial testing	<i>Source</i>	√ anti-bodies*		√ antibodies
	<i>Health Care Worker</i>	Only if source HIV +	√immunity: anti-HBs	
Secondary testing (<24 hours) and action	Source: HIV negative – no further action necessary Source: HIV positive: Injured’s blood should be tested for HIV – if negative, continue with PEP, otherwise do post-test counselling		If the injured party is immune: no further action is necessary. If the injured party is non-immune: The source’s blood needs to be tested for HBsAg – if it is positive, PEP should be given immediately: HBV hyper immune gammaglobulin and HBV immunization (intramuscular). A rapid immunization schedule will be followed afterwards (3 vaccinations, 4 weekly). Non-immune, non-exposed HCW receive	If the source is positive, the injured should be followed up as describe below. If not, no further treatment or follow up is indicated.

		the usual booster dosages.	
Follow up testing (in cases of proven exposure or post hepatitis B vaccination)	HIV-antibodies: 6 weeks; 3/12 and 6/12	Anti-HBs (and HBs-Ag if exposed) for all non-immune HW at 3/12 and 6/12 post contact.	Creatine and ALT Liver function tests, only if prophylaxis used for 1/12, is taken as a baseline, 2/52 and 6/52

The virology request form of Occupational Health E8 for an injury on duty should accompany the blood samples of staff and patient.

RPR is no longer routinely tested.

A PCR is recommended in cases when dealing with a high-risk patient, high incidence of HIV or symptoms and signs of HIV seroconversion. Even with the 4th generation ELISA tests that are currently in usage, a 1 week infective “window period” exists.

CURRENT POST EXPOSURE PROPHYLAXIS

(This regime is subject to change)

(ICD 10:Z57:8)

Combination: Tenofovir 300mg & Emtricitabine 200mg

Take 1 tablet daily p.o x 28 days

Combination: Lopinavir 200mg & Ritonavir 50mg

Take 2 tablets every 12 hours p.o x28 days

Metoclopramide 10mg (to be taken if needed for nausea)

Take 1 tablet three times a day p.o

Loperamide 2mg (to be taken for diarrhea)

Take 2 tablets immediately p.o then 1 tablet after each loose stool

4.7.2.4 TUBERCULOSIS

• Exposure to **tuberculosis** is inevitable in your training. The lifetime risk of tuberculosis following exposure is about 10%, with about 3% occurring in the first few years. If you have HIV infection this risk increases to 10% per annum. Drug resistant tuberculosis is particularly difficult to treat – this is more likely in patients who have previously been treated for tuberculosis. Various measures can be taken to reduce exposure:



- When in contact with patients with an unexplained cough, formally identified pulmonary TB patients presenting for the 1st time or confirmed drug-sensitive tuberculosis patients who have not been on anti-tuberculosis treatment for ≥ 2 weeks, **you must wear an N95 particulate filter respirator mask of the correct type and size for your face as identified when fit-tested.**

Minimising risk of Tuberculosis (TB) transmission in the workplace / clinical learning environment – implementation of the guideline

Due to the burden of TB in South Africa, students working in a healthcare environment will be unable to totally avoid contact with patients suffering from TB. The following measures will be implemented to reduce the risk of TB infection:

Education

- All medical and health sciences students will be specifically educated regarding the risks of TB acquisition and as to the preventive measures that should be adhered to, to minimize such risks.
- It is essential that students suspecting that they may have contracted tuberculosis should report to WCCN Health Clinic. Inability to pay for health services at CHS should not prevent students from reporting for investigation of possible TB symptoms.

Administrative risk reduction

- A MOU between the Department of Health and WCCN that addresses the avoidance of risk to students when working in the training / academic hospitals and clinics is in place.
- Students should (wherever possible) avoid contact with patients known to have multi-drug resistant (MDR) or extensively-drug resistant (XDR) pulmonary TB.
- Known TB patients have to be identified and isolated in the hospital environment. Airborne precaution notices must be used to communicate risk to health care workers and students.
- Students will not receive bedside teaching from medical staff using patients known to have MDR or XDR pulmonary TB.
- Routine screening for health science students should be undertaken in the form of a 6-monthly exposure and symptom questionnaire. Chest radiology and GeneXpert sputum tests should be considered if the questionnaire alerts one to the possibility of TB.
- Students who are immune compromised for whatever reason are encouraged to discuss their health with WCCN Health Clinic Services or any other health facility of their choice.
- MDR and XDR patients will not be included in clinical examinations such as OSCE, short on long cases.
- Where students are uncomfortable in examining patients, who are thought to have TB but the diagnosis is still unclear, due to possible risk, they need to discuss this with their clinical supervisor who needs to guide the students on the correct approach.

Environmental risk reduction

- In general and undifferentiated areas (such as waiting areas, passages and consultation rooms) students should, where possible, open windows and doors to improve ventilation in poorly ventilated areas.
- The doors in TB patients' isolation rooms should however remain closed.
- The Faculty of Medicine and Health Sciences will continue to engage with the health services on an on-going basis to ensure that ideal environmental control measures in the working and clinical learning environments are progressively realized.

Risk reduction through the use of personal protective equipment – N95 respirators

Fit-testing

All students will have a N95 respirator fit-test before commencing their clinical rotations. to determine the correct type and size of respirator for their facial features, thereby ensuring a proper fit. The outcome of each student's fit-test will be recorded for future reference. Each student after the fit test will be supplied with a card documenting the last date of fit testing and the appropriate best-fit respirator for the student. Students should be encouraged to present for repeat fit-testing every 2 years or sooner if they suspect they are not obtaining a proper seal with the chosen N95 respirator. Additional sessions will be made available by CMS for repeat fit-testing of students (usually in the same week as the students preparing to enter the clinical rotations).

The fit-testing process, will instruct students on correct use of the N95 respirator. The following should be noted:

- It should be explained what a N95 respirator is and how the grading in the clinical setting is calculated.
- Facial hair (notably beards) disrupts N95 respirator efficiency and facial hair removal is advisable.
- The integrity of the respirator must be checked every time it is used;
- How to put the respirator on and take it off?
- Hands should be disinfected before putting the respirator on and after taking it off.

Care must be taken not to fold or crumple the respirator

- Under normal working conditions a N95 respirator can remain effective for at least 8 hours of continuous use. Respirator efficacy is reduced if it becomes torn or moist. If the N95 mask is used only intermittently then it can be effective for 1 week, depending on the frequency of use. Respirators should be stored in an envelope, not a plastic bag as moisture destroys the filter.
- Used respirators must be disposed of by being discarded in a medical waste box.
- The Campus Health will coordinate and administer the FMHS's fit-testing programme and provision of respirators before students enter the clinical areas.

Type of respirators to be worn

Surgical masks are ineffective as a means to prevent the inhalation of aerosolised TB bacilli. Students must, therefore, wear an N95 graded particulate filter respirator.

Students should collect their box of 50 N95 respirators at the beginning of each year. This should be sufficient for a whole year if worn and handled correctly. The costs of the respirators will be paid for through student fees. Further respirators will be available for sale if the initial 50 respirators are not sufficient to last a whole year. During the consultation all patients that are suspected of having smear-positive TB (therefore coughing) should wear a surgical mask, as this could reduce aerosolization of TB bacilli and therefore transmission to uninfected individuals.

The following will be considered high-risk environments

- Admissions (undifferentiated patients), emergency rooms, clinic waiting areas,
- Internal medicine, trauma and paediatric medicine wards, where indicated.
- When entering or working in an induced sputum cubicle, cough booth/room; or
- With formally identified pulmonary TB patients presenting for the first time; or
- Confirmed drug-sensitive TB patients who have not been on confirmed anti-TB treatment for ≥ 2 weeks; (of specific relevance to physiotherapy students); or
- All confirmed drug-resistant (DR-TB) patients at all times until documented cure has been achieved.

Students with TB

- Students with symptoms suggestive of TB should seek medical attention at WCCN Health Clinic as soon as possible.
- Any student diagnosed with TB is urged in the strongest possible terms to ensure that they know their HIV status in order to ensure optimal treatment.
- A student diagnosed with TB is also strongly encouraged to confidentially advise WCCN Health Clinic of their TB status in order to enable the management to help ensure that s/he receives whatever

support, treatment and follow-up is required (please see attached flow chart of who should be notified).

- In the case of confirmed drug-sensitive pulmonary TB, a student should stay out of class and out of the work environment for two weeks after diagnosis and commencement of treatment. The relevant sick certificate must be obtained and submitted through the usual procedures. With any form of pulmonary drug-resistant TB, the final decision on when the student may return to class will be in the hands of the attending doctor. The above are minimum recommended return times only.
- WCCN Health Clinic Services will maintain a confidential record of all students who have reported their diagnosis of TB in order to track changes in TB incidence among students help ensure that such students are appropriately managed throughout their illness.
- Occupational Health Physician (Department of Health) will monitor infections on the basis of confidential student TB statistics. In the case of changes in incidence, the appropriate action needs to be taken by WCCN Health Services, in consultation with WCCN management as needed.
- Stigma and discrimination are factors that negatively impact disclosure, access to care and future career options in health care workers and students affected by tuberculosis. The WCCN Management commits to taking immediate remedial action, with the understanding that their findings will not impose any limitations on the options for legal recourse by the affected student or students.

Tuberculosis – Suggested Actions following Exposure or Diagnosis (US CHS)

- ◇ *Educate about the symptoms and signs of TB!*
- ◇ *Know your HIV status!*

◇ *Inform staff and students about the availability of CHS!*

2a. CHS/ relevant medical authority confirm the diagnosis, through appropriate clinical testing

2b. HIV and clinical status is determined

1a. A medical practitioner, or hospital, or another close contact informs that a student or staff member is suspected of contracting TB; **OR** the diagnosis is suspected at CHS

1b. Initiate isolation procedures, as appropriate.

3a. Consent to disclose confidential medical information is obtained

3b. Counselling is provided/ made available at all times

4a. If diagnosis **POSITIVE for drug-susceptible TB:**

- ◇ Refer to local TB clinic for treatment and disease notification
- ◇ TB clinic will initiate contact tracing
- ◇ Supply an initial 2 week's sick certificate for academic/ employer purposes

Follow up at CHS clinically, as clinical status determines

4b. If diagnosis **POSITIVE for drug-resistant TB:**

- ◇ Refer to local drug-resistant TB treatment site for treatment and disease notification
- ◇ TB clinic will initiate contact tracing
- ◇ Supply an initial 4 week's sick certificate for academic/ employer purposes
- ◇ Treatment site will advise of further patient treatment and disposal

5.a Inform the relevant Residence head/ Employer to determine appropriate accommodation procedures:

- ◇ Send home, if at all possible

If cannot send home, provide suitable single accommodation for at least 2 weeks

5.b Inform the relevant Residence head/ Employer to provide accommodation (or not) as advised by TB Treatment site

6. Ensure appropriate TB preventative measures are in place:

- ◇ Patient wears a fitted **surgical mask** whilst infective
- ◇ Adequate ventilation measures applied throughout living quarters
- ◇ Minimise contact with people living in same facilities e.g. at mealtimes and bathing, during initial contagious period
- ◇ Follow up clinically each month at CHS to ensure compliance and adequate recovery

7. Students should also inform the WCCN Health Services of their sick leave period as well as the module chairperson of their current module/rotation.

4.8 COST EFFECTIVE SERVICE RENDERING

COST EFFECTIVE USE OF RESOURCES

Resources are the backbone of every economy. In using resources and transforming them, capital stocks are built up which add to the wealth of present and future generations. Experts believe that economic growth and the wellbeing of society are interrelated to the health of the environment. As such, efficiency is almost synonymous with cost containment.

Nursing students have a duty to care for environment by the cost-effective use of financial and physical resources. Students need to develop sensitivity towards green policies and sustainability of health-related activities or health care related services.

Characteristics of good sustainable activities include:

- Cost effective use of time as efficiency is time sensitive
- Minimize the use of paper and office consumables for example the use of double sided printing of documents where possible.
- Re-use or recycle office material waste whenever possible.
- Reduce energy consumption such as electricity.
- Reduce water usage and wastage.
- Take actions to offset the carbon footprint.

All students should strive to uphold green growth policy of the Provincial Government of the Western Cape. Green growth policy is a component of the green economy, which places more emphasis on economic efficiency and environmental protection.

4.9 POLICY AND LEGISLATIVE FRAMEWORK

The following legislation is important to risk management

- Basic Conditions of Employment Act 1 of 1997 (Act No. 75 of 1997)
- Children's Act (Act 38 of 2005) Act
- Compensation for Occupational Diseases and Injuries Act, 1993 (Act No.130 of 1993)
- Constitution of the RSA Act 1996
- Hazardous Biological Agents Regulations, Occupational Health and Safety Act 1993 (Annexure C)
- National Building Regulations and Building Standards Act 1997 (Act No. 103 of 1997)
- National Environmental Act 1998 (Act No. 107 of 1998)
- National Environmental Management: Waste Act, No 59 of 2008
- Public Service Act 1994 (Proclamation No. 103 of 1994)
- Occupational Health and Safety Act, 1993 (Act No. 85 of 1993) as amended by the Occupational Health and Safety Amendment Act,

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CIRCULAR H 57/2017

TO ALL HEADS OF DIRECTORATES / REGIONAL / DISTRICT OFFICES / INSTITUTIONS

UNIFORM POLICY AND DRESS CODE FOR NURSES (REGISTERED PRACTITIONERS)

1. PREAMBLE

The purpose of this policy is to standardise the dress code for registered practitioners who are employees of the Western Cape Government: Health, who is paid uniform allowance. It has to be noted that the uniform is an integral part of the nursing profession. It enhances a unified professional image and ensures that registered practitioners are easily distinguished by the Health Care Users whenever they require assistance.

2. POLICY STATEMENT

All registered practitioners who are paid uniform allowance must wear the uniform at all times whilst on duty. In the circumstances where there is a need for deviation from the standardised uniform, approval must be granted by the head of the health establishment.

3. DEFINITIONS

- 3.1 Dress code** means a set of rules pertaining to the manner in which a registered practitioner will dress in a clinical health setting (Gov. Gazette 997; 11 July 2003).
- 3.2 Protective clothing** means attire worn by a registered practitioner in and appropriate to a clinical health setting, in order to protect health care users and the registered practitioner.
- 3.3 Health establishment** - has the meaning assigned to it in section 1 of the National Health Act, 2003 (Act No. 61 of 2003).
- 3.4 Health Care User** - has the meaning assigned to it in section 1 of the National Health Act, 2003 (Act No. 61 of 2003).
- 3.5 Scrubs** – refers to sanitary clothing worn by registered practitioners or other health care workers involved in patient care in hospitals.
- 3.6 Registered Practitioner** - means a person registered in a category under section 31(1) of the Nursing Act, 2005 in order to practice nursing or midwifery.

- 3.7 Standardise Uniform** – dress code for registered practitioners specified in this policy.
- 3.8 Uniform allowance**- allowance paid to designated personnel in order to acquire uniform.
- 4. SCOPE OF APPLICATION**
- 4.1** All registered practitioners, who are employees of the Western Cape Government: Health, who are paid a uniform allowance.
- 4.2** All categories of registered practitioners who undertake direct patient care duties or work in clinical areas shall wear the appropriate uniform as specified in this policy.
- 5. EXEMPTION**
- 5.1** It is noted that in some clinical areas the wearing of the standardised registered practitioner's uniform may be a barrier to effective nursing care.
- 5.2** Registered practitioners who are working in the following clinical areas **may be** exempted from wearing the standardised registered practitioner's uniform, e.g. Burns Unit, ICU, Labour Ward, Trauma and Emergency.
- 5.3** Registered practitioners referred to in Section 5.2 above are required to wear the scrubs (navy or white).
- 5.4** In cases where there is a deviation and on recommendation of the nurse manager, approval of such deviation must be granted by the head of the health establishment.
- 5.5** The registered practitioners must change to the prescribed standardised uniform when leaving the department unless it is in an emergency.
- 5.6** The theatre scrubs will be provided by the employer as protective clothing.
- 6. LEGISLATIVE / POLICY FRAMEWORK**
- 6.1** Code of Conduct for the Public Servants.
- 6.2** Departmental circular H134/2008 (Dress code for employees)
- 6.3** IPC Policy and Guidelines 2015.
- 6.4** Nursing Act, 2005 (Act no 33 of 2005).
- 6.5** Labour Relations Act, 1995 (Act 66 of 1995).
- 6.6** Public Service Regulations, 2001.
- 6.7** Public Service Coordinating Bargaining Council (Resolution no 3 of 1999).
- 6.8** South African Nursing Council regulations on distinguishing devices and uniforms. (Government Gazette Notice No. R. 1201 of 31 July 1970 as amended).

7. REGISTERED PRACTITIONER'S DRESS CODE

- 7.1 The registered practitioner shall dress in such a manner that enhances the professional image and the reputation of the public service.
- 7.2 The neatness and cleanliness of the uniform must be maintained at all times.
- 7.3 See-through clothing is not appropriate and acceptable. Undergarments should not be visible.
- 7.4 All categories of registered practitioners must wear appropriate distinguishing devices in the correct manner (refer Annexure B).
- 7.5 The Head of Nursing of the health facility should be dressed in a formal corporate/business style uniform white and/or navy.
- 7.6 Nursing students must wear the appropriate distinguishing devices as per year of study.
- 7.7 All registered practitioners must wear the identification name tags issued by the department at all times.
- 7.8 The specifications (colour, styles and design) must comply with the descriptions in annexure "A".
- 7.8.1 Gilet is allowed for all categories of nurses (white or navy).**
- 7.8.2 Ceremonial Events (Managerial or Management functions):** Registered practitioners must wear the prescribed standardise uniform with visible distinguishing devices and identification as stated in the invitation.
- 7.8.3 External functions (workshops, task team meetings, conferences, seminars):** Registered practitioners may wear private attire or follow the dress code stated in the invitation.
- 7.8.4 Special events / Theme days (e.g. World Aids Day, TB day, and others):** Registered practitioners working in the clinical areas must wear uniform or dress appropriately in accordance with agreed dress code for the specific event with visible identification name tag.
- 7.8.5 Nursing in Cold Weather:** It will be permissible to wear:
- 7.8.5.1** A pull-over or sleeveless woollen gilet in cold weather.
- 7.8.5.2** Outside of the clinical area the long sleeve navy jersey or navy woollen gilet
- 7.8.5.3** Navy rain-o-mate jacket or navy long sleeve woollen gilet
- 7.8.5.4** Navy coat or navy blazer is allowed.
- 7.9 Shoes, Socks, Bags, Jewellery Hairstyles, Headgear, Watches and Cell phones:**
- 7.9.1** Nurses clogs: Colour black or navy, (annexure A) are only permissible in theatre.
- 7.9.2** Shoes: All shoes must be navy or black.
- 7.9.3** Closed shoes are acceptable and sandals with strap at the back (annexure A). Shoes and sandals should be comfortable, low heeled, court- or lace-up.
- 7.9.4** Footwear must meet the health and safety requirements such as anti-static, anti-shock absorbent, comfortable. The clogs must be heat resistant to max of 40°C and auto-cleavable.
- 7.9.5** Stockings: Natural-coloured.
- 7.9.6** Socks: all socks must be black or navy according to the colour of the shoes.
- 7.9.7 Bags:** navy or black.

7.10 Jewellery

7.10.1 The wearing of the following jewellery is permissible in clinical areas:

- Wedding band,
- Small earrings or sleepers (max. 1 pair),
- Medic alert bracelet/or neck chain.

7.10.2. A neck chain (inside the top) may be worn-fine gold or silver chain.

7.10.3. No visible facial jewellery (e.g. nose-, bow-, lip- or tongue rings/ studs).

7.11. Hairstyles:

7.11.1. Neat, above collar. Hair must be tied up neatly. A natural-coloured hair accessory is permissible.

7.12. Headgear/ Cover:

7.12.1. Colour, navy and neatly tied and must not obscure the distinguishing devices.

7.12.2. **For religious and cultural rituals permission must be obtained from the Head of the health establishment.**

7.13. **Nails:** No nail polish and acrylic nails and toenails. Nails must be kept short at all times.

7.14. **Watches:** Fob watches or wrist watches are optional in clinical areas.

7.15. **Cell phones:** The use of cell phones only limited for work related purposes. Precaution must be adhered to in clinical areas where the cell phone could interfere with the health technology.

8. INFECTION PREVENTION AND CONTROL

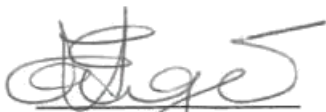
All registered practitioner must comply with the Infection Prevention and Control (IPC) policy and adhere to principles of aseptic technique when providing direct patient care. Where there is a risk of transmissible infection from clothing disposable aprons and protective clothing must be used. Employee uniforms and footwear must be in accordance with this policy. However, it should be recognized that uniform is not itself protective clothing but rather a means of identifying staff.

9. NONE COMPLIANCE

Registered practitioners who are paid uniform allowance and fails to wear uniform without permission will be dealt with in accordance with the Disciplinary Code for the Public Servants.

10. DATE OF IMPLEMENTATION

The date of implementation shall be 90 days after the date on which the policy is signed by the Head of the Department. This policy replaces all other previous policies on nurse's uniform and dress code.



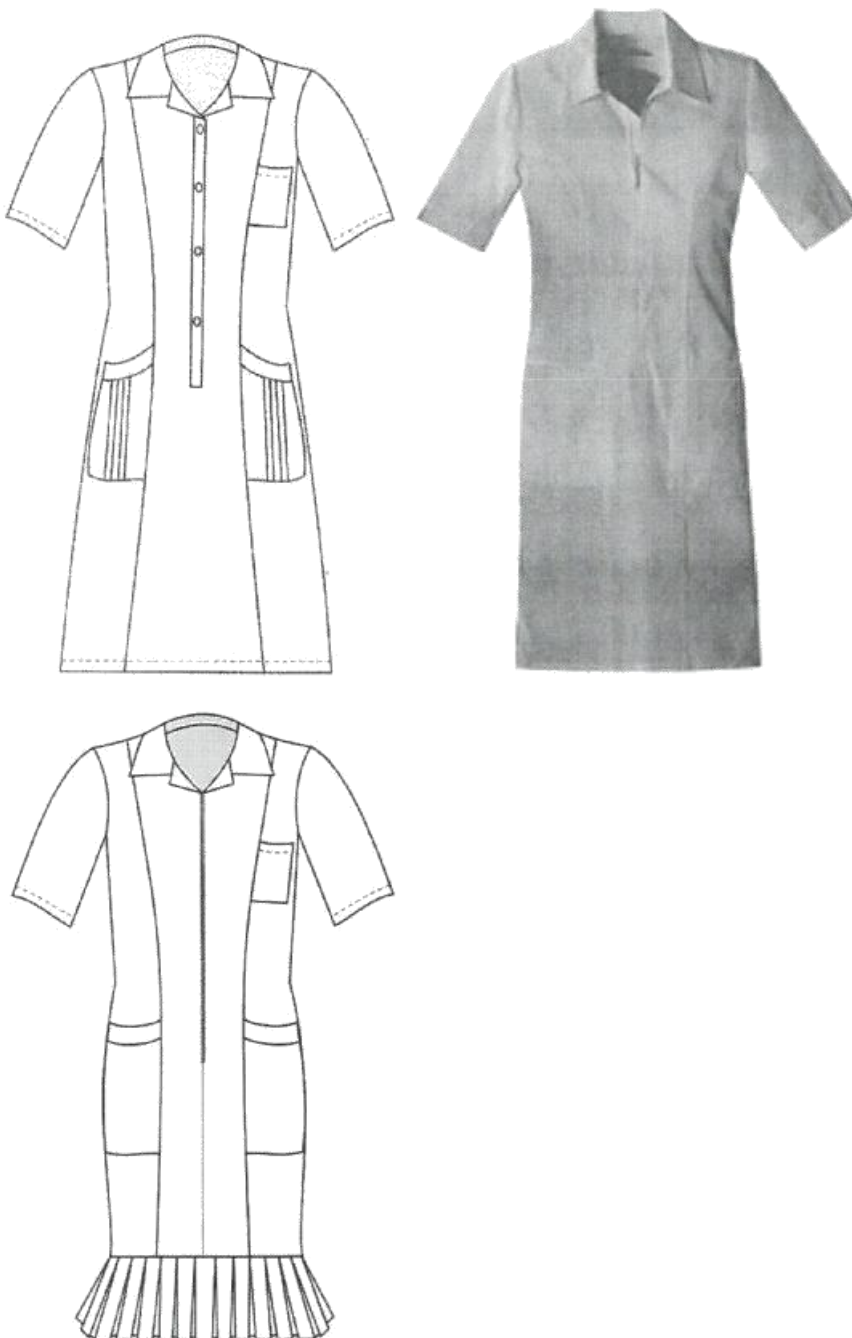
Dr Beth Engelbrecht
Head of Department

Date: 2017-04-21

ANNEXURE A

Uniform Styles 2016

1. **DRESSES:** White, with buttons or zip. Short and long sleeves
2. **Length of dress: only knee length, not above the knee**



TOPS

Plain White tops, with buttons or zip. Short or long sleeves



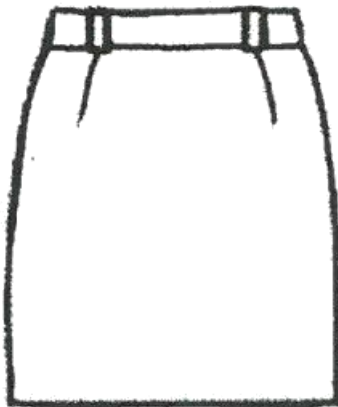
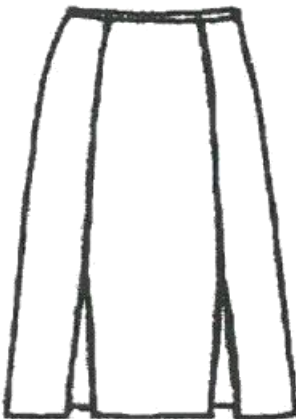
Female



Male

3. BOTTOMS

3.1 **SKIRTS:** WHITE OR NAVY. KNEE LENGTH OR BELOW THE KNEE.



3.2 PANTS: WHITE OR NAVY. Long or Three quarter in length (NO SHORTS)

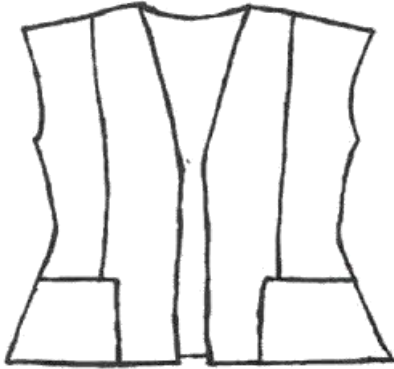


Female

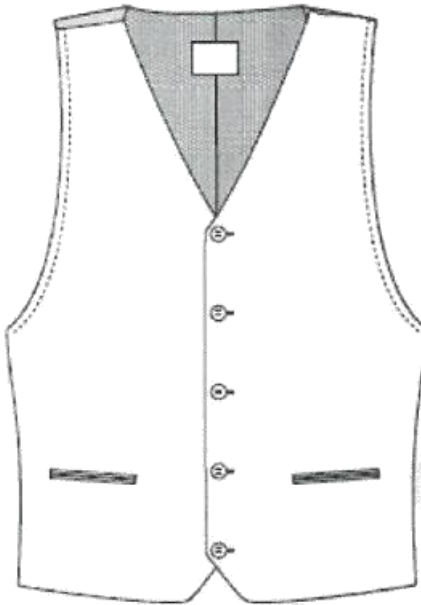


Male

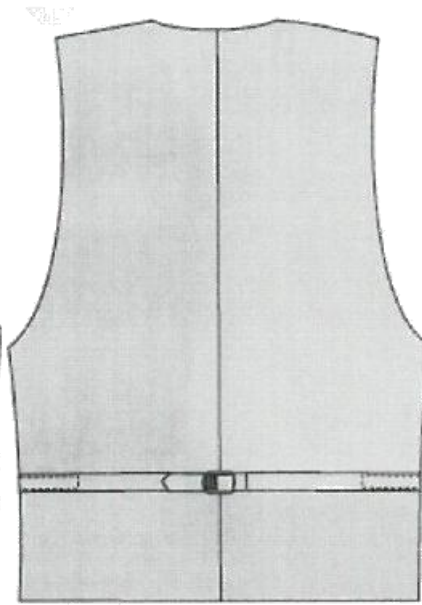
4. GILET: NAVY OR WHITE. Woollen for winter will be acceptable



5. Waist Coats. Navy or white



Front



Back

6. Nurses Scrubs:
Colour White or Navy will be acceptable for both males and females.



7. CLOSED SHOES / SANDLES/CLOGS:

7.1 Closed Shoes: Navy or black for males and females

The following is an example of a closed court shoes for females which will be acceptable:



7.2 The following examples of clinical approved open styles for sandals are acceptable: No pumps or slip-ons to be worn without heel or ankle straps.



7.3 Nurse's Clogs for Theatre: Colour: Navy or black



DISTINGUISHING DEVICES FOR REGISTERED PRACTITIONER

Annexure B

Distinguishing Devices for Registered practitioners and Registered Midwives/Accoucheurs:



Maroon distinguishing devices and Nursing Council badge worn by a Registered Professional General Nurse.

A Registered Professional Nurse / Midwife / Accoucheur must wear the prescribed distinguishing devices as per the rules and regulations of SANC.



Navy blue bar must be worn by a Registered Psychiatric Nurse.



Green bar must be worn by a Registered Midwife / Accoucheur.



White bar must be worn by a nurse who holds a qualification in Nursing Education.



Silver bar must be worn by a nurse who holds a qualification in Nursing Administration.



Yellow bar must be worn by a nurse who holds a qualification in Community Health Science).

The following is an example of HOW the distinguishing devices SHOULD be worn by a Registered Professional Nurse (General, Psychiatric and Community) and Registered Midwife:



Registered General Nurse; Maroon epaulette and Council Badge
Registered Psychiatric Nurse: Navy blue bar
Registered Midwife: Green bar
Qualification in Community Health Nursing Science: Yellow bar

Distinguishing Devices for Enrolled Nurses and Enrolled Midwives:



White distinguishing devices with a maroon badge worn by an Enrolled Nurse.

Distinguishing Devices for Enrolled Registered Nursing Auxiliaries:



Brooch must be worn by an Enrolled Registered Nursing Auxiliary.

Addendum 9

Doc. Number	WCCN/2018/14
Date Issued	2018/ 05/04
Revision	0-1

CONTINGENCY PLAN

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 and will only deal with the exam cycle, immediately prior to ratification of this policy.

1

2 PURPOSE

To provide guidelines to effectively and efficiently deal with any event/natural disaster/water shortage/or other incidence that can negatively impact on the academic programme and safety of students and staff, to protect the interest and right of all students and staff at WCCN.

2 SCOPE OF APPLICATION

The directives and principles contained in this guideline is applicable to all students and employees of the WCCN

3 Classification of Disasters

Natural
Influence/created by human beings
Other

4 RELEVANT LEGISLATION AND/OR POLICY, CODES OF PRACTICE, PROFESSIONAL AUTHORITIES

- Higher Education Act (Act No 101 of 1997)
- Education and Training (SADC 1997)
- National Plan for Higher Education (2001)
- Minimum admission requirements for Higher Certificate, Diploma and Bachelor`s Degree Programmes requiring a National Senior Certificate (Government Gazette Vol. 114, No 32743)
- South African Nursing Council (SANC): Guideline for Registration of Foreign nurses in order to pursue studies of Basic Nursing Qualifications
- The Higher Education Qualifications Framework. (October 2007)
- National Senior Certificate – A qualification at NQF level 4 on the National Qualifications Framework, Government Gazette Vol. 481, No 27819 of July 2005
- Occupational Health and Safety Act, 2015

5 RELEVANT INTERNAL 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
- Work Integrated Learning Policy
- WCCN Multi Campus Evacuation Plan

6 ESTABLISHMENT OF COMMITTEES TO DEAL WITH ANY EMERGENCY SITUATION THAT IS THREATENING TO STUDENTS AND STAFF SAFETY, AS WELL AS THE ACADEMIC PROGRAMME

A transversal committee comprising of various stake holders will be responsible for all contingency plans/action lists and negotiations if applicable. Transversal Committee will consist of the following stakeholders:

- Chief Directorate People Management
- Director Department of Health Safety and Security
- Director WCCN
- Director Labour Relations
- Director Engineering
- Directorate Communication

Transversal Committee to report to Department of Health Security Committee

Emergency Management Team (EMT) will be appointed in writing by the Director: Western Cape College of Nursing

Academic Programmes contingency plan committee will be appointed by the Director WCCN: HOC (Academic teaching and Learning portfolio) and supported by other HOC`S. Team will consist of HOC`S, HOD`S and subject coordinators per Campus.

6.1 EMERGENCY MANAGEMENT TEAM (EMT)

The team will comprise the following:

- Director WCCN
- Heads of Campuses
- Head Infrastructure and Support Services
- Head of Finance
- Head of Department Student Matters
- Head of People Management
- Two Labour Caucus representatives of WCCN
- One representative from the Directorate: Labour Relations (DoH)
- Communications Officer of WCCN
- One representative from the Directorate : Risk Management of the Department of Community Safety (ComSafe)
- One representative from the DoH (Nursing Directorate)
- One representative from the DoH Engineering Department
- Legal Officer (DoH)
- Representative of Academic Programme contingency plan
- Representative of Student Representative Council (SRC)
- Appointed Health and Safety representatives
- Appointed Floor/Fire Marshalls

6.2 DUTIES AND RESPONSIBILITIES OF ROLE PLAYERS

Team Leader (Director WCCN) will be responsible for the implementation of the implementation of the Occupational Health and Safety Act ,

- Gather information from source written/verbal notification/memorandum
- Convene EMT
- Feedback to Transversal Committee
- Assign Responsibilities
- Facilitate the process of managing the emergency situation
- Provide emergency situation operational/contingency plan
- Feedback to staff/students

Labour Caucus Representatives

- Represent the interest of Employee`s
- Feedback to all union representatives regarding development and fair treatment of employees
- Monitoring fair treatment of staff

Labour Relations Officers from WCCN/Head Office

- Perform Advisory and Liaison Officers role between various role players

Communication Officer: WCCN

- Communicate with External Stake Holders
- Liaise with Director: Communications

Risk Management: ComSafe (DoH)

- Assess the situation for plan of action and or evacuation of site/sites
- Safety of staff
- Safe guarding of Premises (Check operation of surveillance cameras and safe guarding of video materials)
- Assignment of additional guards
- Liaise feedback to PMT
- Monitor situation
- Liaise with South African Police Services and Security Contractors
- City of Cape Town
- DoH Engineering Department
- Feedback to Department of Health Security committee

Representatives from Academic Programme Contingency Plan Committee

- Investigate and obtain mandates to resolve academic matters if grievance related.
- Re design/ re plan academic programme; examination schedule; teaching sites; examination sites; work Integrated learning sites; follow principles of blended learning; use social media to communicate to students and staff and to share information
- Enhance the use of virtual learning environment to be used by students and staff
- (Provide learning material to students via the web: Assessments, Student tracking, Collaboration and Communication tools); promote off site teaching interventions/contact sessions if possible.

- Liaise with Internal and External stakeholders to make use of alternative teaching and learning venues/facilities as agreed in MOA
- Provide feedback to main team

Judicial Officer – DoH

- To ensure legal compliance with all actions taken towards students
- To ensure safety of staff is within the legal parameters



1 PROTEST HANDLING GUIDELINES

1.1 RECEIPT OF MEMORANDUM

After the Head of College or his delegate acknowledge receipt of the memorandum from students or has been informed verbally that a protest action will take place he/she should within 15 minutes inform all Heads of Departments and the convener of the EMT regarding the pending protest action. All Heads of Departments should with immediate effect inform all staff to evacuate and convene in the main hall for further briefing

The communication process should not exceed the time limit of 10 minutes

2.2 SAFETY OF STAFF

It is the responsibility of management to ensure a safe working environment for all staff. Should the situation be of such a nature that it posed a danger to the safety of staff members; the Head of college after consultation with the Transversal Committee or after receiving such a recommendation from the Transversal Committee should evacuate the staff from the premises to points of safety (External or Internal) as identified in the Multi Campus Evacuation plan and or MOA.

The following guideline apply to student unrest while staff is on the College premises

1. Stay calm. Do not confront the students
2. If staff becomes aware of student unrest before commencement of duty, remain in designated workplace until the Heads of Departments provide feedback
3. If student unrest occurs during working hours, immediately report the situation to the Heads of Departments/Heads of Campuses
4. If prevented from performing normal duty – immediately return to safe area
5. During general chaos and rioting within the College, staff is to make contact with the relevant Head of Department to wait further instructions
6. If safety is threatened, the Head of College will issue instructions to evacuate to a safe area as determined by the Transversal Committee

2.3 LOCK OUTS

The position of the Department of Health is that students do not have the right to lock out any person and it is deemed to be unlawful and the incident will be reported with immediate effect to the South African Police Services for action

The Heads of Departments should contact as many of his/her team members as possible as early as possible and relay the relevant information

Staff whom does not receive the message must report to their Head of Department on arrival at WCCN

Academic Contingency Plan WCCN

All staff must have been addressed by 08:00 about the following:

- Place of safety
- Ablution facilities
- Refreshments
- Resuming of normal duties
- Performance or normal duties will depend on the situation on hand and with due consideration of the safety of the staff

2.4 COURT INTERDICT

The Head of the Western Cape College of Nursing, the Department of Public Works may after having taken all reasonable steps to secure a safe working environment, also apply for a Court interdict to prevent a continuation of the strike/protest action and to prevent damage to property – either WCCN or private property of staff

2.5 EVICTION OF STUDENTS

If participants of protest action are requested to vacate the premises and they refuse the management shall apply for an eviction order.

2.6 DISCIPLINARY CODE OFFENCES

Management may consider taking disciplinary action against any student participating in the strike/protest action who committed any acts misconduct as stipulated in procedure documents, as soon as possible.

2.7 MAINTENANCE

Access damages and obtains approval for urgent and necessary repairs/cleaning resulting from the protest action/emergency situation

2.8 DEBRIEFING OF STAFF & STUDENTS

The opportunity must be offered to all effected staff and students for debriefing – Sourced counsellors.

Addendum 10

Doc. Number	WCCN/2018/15
Date Issued	2018/01/23
Revision	

ACADEMIC RULES AND REGULATIONS

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 and will only deal with the exam cycle, immediately prior to ratification of this policy.

ACADEMIC RULES AND REGULATIONS

2018

Key academic dates 2018

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THE WESTERN CAPE COLLEGE OF NURSING

The WCCN came into being in 1999 following the merger of the four colleges of nursing in the Western Cape.

The College is cognisant of its place and responsibilities in the national landscape of higher education in a democratic South Africa. We acknowledge that the key challenges of the White Paper of 1997 and the National Plan for Higher Education remain relevant and critical. Therefore, in developing a strategic plan for the institution, we are guided by the following principles from the White Paper:

- We seek to address past inequalities and transform the institution to meet national needs
- We see our role in terms of the development of human potential through life-long learning
- We will develop socially responsible knowledge workers and professionals
- We will integrate our research and teaching with the needs of South Africa

As a publicly funded higher education institution, we welcome our responsibility to act for the benefit of society. Through a variety of certificates, diplomas, postgraduate diplomas, research and other educational activities, we will produce socially responsible graduates who are able to contribute proudly to the emerging needs of society and to live productive lives.

As the only College of Nursing in a province that is rich in educational resources and as the only College of Nursing in the Western Cape we have a unique contribution to make and we must plan accordingly.

VISION

The Western Cape College of Nursing (WCCN) as a provider of Higher Education and Teaching,

The Western Cape College of Nursing (WCCN) as a provider of Higher Education and Teaching,

- envisages graduates who:
 - embody and practice caring at all levels and in all spheres of nursing and society
 - portray irreproachable responsibility and accountability
 - become nurse leaders in South Africa and beyond its borders
 - positively influence local, national and international nursing standards
 - are equal members of the inter-professional health team
 - have entrenched in them the concept of social responsibility, so that they are empowered to be responsible citizens, participating in addressing social needs and actively seeking evidence based practice.
 - students who exemplify evidence based practice
- envisages a College which:
 - facilitates a learning environment where research and evidence-based knowledge is generated and shared.
 - facilitates learning which follows a student centered approach
 - encourage innovative teaching and blended learning through the use of technology to enhance graduates' ability to practice in a scientifically driven environment
 - are life-long students who stay abreast of all developments in health care
 - cultivate leadership in nursing, influencing professional nursing standards in South Africa and beyond its borders
 - encourages nurses to embrace and demonstrate strong enthusiasm in conducting research

MISSION

The WCCN:

- provides high quality education and teaching programmes to provide for various categories of nurses to meet the health needs of the Western Cape province in particular, but also the broader needs of all communities in South Africa
- emphasises community-based curricula in keeping with the policy directives of the Department of Health
- functions in a multi-campus set-up encompassing the Cape metropolis, the Boland-Overberg District as well as the Southern Cape Karoo District
- ensures optimal utilisation and sharing of resources within the multi-campus system
- actively engages in research and service, in partnership with educational institutions and community stakeholders
- functions with an enhanced awareness of sustainable environmental practices

CORE VALUES: I-CARE AND COMPASSION

Integrity: Veracity, fidelity with transparency in everything we do.

Collaboration: We value intra-professional, inter-professional and community collaboration to advance learning, innovation and evidence based practice.

Accountability: We hold ourselves responsible for behaviours, actions and results.

Respect: We are considerate of the differences of individuals and their respective contributions.

Excellence: The practice of outstanding service provision.

Compassion: A legacy of compassionate care that is expressed and lived in the WCCN Mission and Values. Students, staff and the community who experiences this care will find that it is rooted in a spirit of community that touches the hearts and souls of all those who experience or encounter us

ADDRESSES OF THE COLLEGE

STREET ADDRESSES POSTAL ADDRESSES

ATHLONE SERVICE POINT

Klipfontein Road, Heideveld P O BOX 1906
Tel +27 (0) +21 684 1200 HEIDEVELD, 7763

METRO EAST CAMPUS

De la Haye road, Stikland Hospital, Bellville
Tel +27 (0) +21 940 4458 BELLVILLE, 7535

BOLAND CAMPUS

Western Cape College of Nursing, Department of Health
P/B X3113, Renier Street, WORCESTER, 6849
Tel +27 (0) +23 347 0732

SOUTHERN CAPE KAROO CAMPUS

Beach Road, Mouille Point P O BOX 652
Tel +27 (0) +21 440 5700 CAPE TOWN, 8000

ENQUIRIES

021 864 1233)

OFFICIAL ADDRESS

All official and general correspondence should be addressed to:

The Head of College
Western Cape College of Nursing
P O BOX X2
Surwell 7762

COUNCIL OF THE COLLEGE

Chairperson)

Deputy Chairperson)

Ministerial Appointees

City of Cape Town Appointee

Provincial Government Appointee)

Senate Representatives

Academic Representatives)

Non-Academic Representatives

Executive Management

Students' Representative Council President of the CSRC

OFFICE BEARERS OF THE COLLEGE

Director

Chairperson of Council

Deputy Directors)

HOD Student matters

HEADS OF DEPARTMENTS

First Year

Second

Third Year

Fourth Year

Post Graduate/Basic

GENERAL RULES FOR ALL QUALIFICATIONS

The General Rules which follow are subject to:

1. the provisions of the Higher Education Act (No.101 of 1997, as amended) and all other statutory regulations relating to higher education
2. WCCN Statute (Government Gazette No 33202 of 2010);
3. amendments of and deviations from these regulations as approved by Senate and College Council
4. All relevant SANC regulations

G.1 Definition of terms

- 1.1 "academic year" means the academic year as determined by Senate and endorsed by College Council and which comprises of four terms grouped into two semesters.
- 1.2 "assessment" a structured process for gathering evidence and making judgments about an individual's performance in relation to learning outcomes, assessment criteria and qualifications.
- 1.3 "assessment results" This could be a mark or a statement of competence depending on the HOD of assessment.
- 1.4 "Continuous Assessment" An ongoing process that measures a student's achievement in a course of study on a particular level, providing information that is used to support a student's development and enable improvements to be made in the learning and teaching process.
- 1.5 "co-requisite" refers to a subject that must be taken prior, or concurrently with another subject before a credit shall be given for that latter subject.
- 1.6 "cum laude" Achievement of outstanding academic performance i.e. 75% in all course work.
- 1.7 "Course" A course is a component within a programme of study for a qualification.
- 1.8 "Deferred/Postponed assessment" An assessment which takes place at a time other than the main Assessment.
- 1.9 "Final Summative Assessment (FISA)"
 - 1.9.1 The evaluation/ assessment conducted at the end of the prescribed period of study for a course.

G.2 Admission

Subject to the provisions of the Act, College Council in consultation with the Senate will determine admission to the College.

- 2.1 Every prospective student shall apply for admission to a programme offered by the College on the prescribed application form. The application must be completed in detail and signed by the prospective student and his/her parent or guardian if s/he is a minor. The application form must be sent to the HOD Student matters by the date stipulated in 2.3 below, together with the application fee.
- 2.2 Any person applying for admission as a student at WCCN for the first time shall together with his/her application form submit his/her grade 12 certificate or equivalent, grade 11 final results, if transferring from another Higher Education Institution a certificate of conduct and academic record, identity document/birth certificate with ID number and valid study permit (for international students).
- 2.3 The closing date for applications for admission shall be 31 August and 30 November for late application for local prospective students and 30 September for international students. A late application fee shall be payable for applications received after 31 August.
- 2.4 No person shall be admitted to a course unless he/she satisfies the minimum admission requirements prescribed for the programme and has:
 - 2.4.1 A Matriculation Certificate, issued by the Matriculation Board (up to and including 1991) or the South African Certification Board (since 1992);
 - 2.4.2 A Senior Certificate;
 - 2.4.3 A Certificate which has been endorsed in accordance with the South African Certification College Council Act to the effect that he or she has met the minimum requirements for admission to study at a College; or
 - 2.4.4 Any alternative qualifications or relevant work experience (prior learning and/or experience) which is recognised in terms of the admission policy of the College as laid down by College Council in consultation with Senate.
- 2.5 All candidates who comply with the minimum requirements are still subject to selection procedures.

3 Registration

Only registered students may use the facilities of the College. No person will be registered as a student unless s/he has already been admitted as a student to a specific programme.

- 3.1 A student who registers at the College for the first time must submit satisfactory proof of his/her identity as well as proof that s/he complies with the prescribed admission requirements at registration.
- 3.2 A student must register annually during the set registration periods by paying the prescribed registration fees, making the required partial payment of fees and by signing the official registration form, thereby binding him/herself to the rules of the College and undertaking to pay the prescribed fees on the due date, as in the case of privately funded students.
- 3.3 At registration student have to provide the College with postal and residential addresses. Students have to inform the Student Administration Department of any change in such addresses without delay. Official correspondence sent to a postal address thus provided by the student will be deemed as having been received by him/her.
- 3.4 An undergraduate student is provisionally registered until s/he submits the required certified copy of National Senior Certificate, Matriculation or Senior Certificate as stipulated in 2.4 above.
- 3.5 Only registered students may attend lectures, write tests or assessments and submit assignments in any given subject. Deviation from this rule is subject to the conditions as stipulated in 3.6.2. Students who attend classes without having officially registered will not obtain any credits for subjects passed even where a student has paid the prescribed fees.
- 3.6 All students registered at the WCCN must be registered with the SANC as students

3.6 Late registration

- 3.6.1 Late registration or registration amendments shall be accepted up to the predetermined date published in the Term Dates.
- 3.6.2 The HOD Student matters, after consulting with relevant Head of College, may allow a particular student who has not registered by the official closing date for normal registration, to attend lectures, write test or assessments and submit assignments in any given subject(s) while finalizing his/her registration, provided that the student registers before the closing date of late registration. Any marks, which may have been awarded to such a student, will be forfeited by him/her if he/she is not registered before the last day of late registration.
- 3.6.3 Students who, for whatever reasons, registers after the official registration period and after classes have commenced, shall not lay claim to any concession regarding lectures, tests etc. that were held before they registered.
- 3.6.4 After the last day for late registration, a student shall only be allowed to participate in academic activities in subjects for which s/he is registered. No assessment results are official if students were not registered for a subject in the specific academic year.
- 3.6.5 No further registration will be conducted after the last day of late registration, except for programme-specific exceptions, which have been pre-approved by Senate.
- 3.6.6 After the closing date for late registration, no student will be allowed to attend classes, receive study material or supervision or have access to any electronic study material or sources if s/he is not formally registered and cannot produce proof of registration.
- 3.6.7 The College may impose a fine on students registering after the official closing date for normal registration.

3.7 Compliance with programme requirements

- 3.7.1 A student is personally responsible to ensure that s/he is registered in accordance with the rules of the qualification, curriculum and module concerned as determined in the Senate rules in respect of that qualification, curriculum or module.
- 3.7.2 The College reserves the right to cancel any erroneous registration and may revoke any qualification erroneously conferred upon a student.

3.8 Concurrent registration

- 3.8.1 A student shall not register concurrently for more than one programme at the College without the permission of Senate.
- 3.8.2 A student shall not register for a programme or subject at another higher education institution without the permission of the relevant Head of College on the recommendation of the Head of Department.

3.9 Limitation of registration

- 3.9.1 All students registered at the College shall be deemed to have registered for one calendar year, semester or such shorter period as College Council, in consultation with Senate, may specify.

3.9.2 A student's registration shall lapse after the presentation and assessment of the subject for which s/he was registered has been concluded.

3.10 Timetable clashes

Student may not register for subjects with a clash on lecture, practical or assessment timetables, except with the permission of the Head of College.

3.11 Prerequisites and co-requisites

Senate, on recommendation of the relevant HOD, may determine that students shall not be admitted to a particular subject unless they have obtained credit for another specified subject or register simultaneously for another specified subject.

3.13 Cancellation of registration

A student who wishes to cancel his/her registration must submit a written notice to the relevant HOD on the prescribed form and within the period determined by the College.

3.14 Promotion criteria

Promotion of student to a next or higher level is determined by Senate on the recommendation of Department's HOD's, for which purpose Department's the HOD's have to provide specific criteria.

3.15 International students

International students shall register at the College only if they are in possession of a valid study permit or study visa. All other registration rules apply to all international students.

4 Recognition, exemption and retention of credits

4.1 Recognition

A student may, on formal application to the relevant HOD, and with the approval of Senate be:

- 4.1.1 granted credits for any subject(s) passed at the College, but in another programme, whether complete or incomplete, with the view of study for a College programme.
- 4.1.2 granted credits for any subject(s) obtained at another accredited institution for the purpose of obtaining a qualification if the required outcomes are sufficiently similar to those required for the subject in question.
- 4.1.3 granted exemption from registration for a subject(s) for which the students has received credit(s) in terms of the Recognition of Prior Learning Policy of the College.

4.2 Credits awarded

In all instances the total number of credits awarded should not exceed fifty percent (50%) of the total number of courses in a programme or qualification at the College.

- 4.2.1 Student shall be required to complete at least 50% of the exit level subjects at the College.
- 4.2.2 All credits accumulated in respect of incomplete qualifications shall only be valid for a maximum period of ten (10) years.
- 4.2.3 Applications for recognition of credits must be submitted to the HOD during the first year of study at the College. In the case where modules/subjects from another accredited institution are presented for recognition/exemption, the academic record of the student and the relevant year's syllabi (content) of the module(s) must accompany the application.
- 4.2.4 If a student wishes to graduate in a particular year, and has obtained credits from another institution, written application for recognition of credits, with the necessary documentation, must reach the Student Matters Office before 31 January of that year.
- 4.2.5 If a student does not submit the application for credits/recognition within the required time, as indicated in 4.2.3 and 4.2.4 above, the opportunity for recognition of credits shall lapse.

5 Attendance requirements

Students shall be notified of attendance requirements by academic departments in writing through the student /subject guide at the commencement of each module.

6 Assessment rules (Procedures and Rules for Assessment)

6.1 Assessment strategies

Assessment strategies for programmes and subjects/courses/modules need to be approved by the relevant department, programme and College. In each case there needs to be an explicit and documented rationale for the choices pertaining to the use of assessment methods HODs (e.g. projects, written responses, oral assessments, development of Portfolios of Evidence, etc.) as well as the weightings assigned to individual assessments (where applicable).

6.2 Continuous Summative assessment

CA is the assessment of students' progress throughout a course of study, rather than exclusively by examination at the end of it. CA is thus an umbrella term, indicating an approach to assessment that includes both formative and summative elements. Continuous Summative Assessments (CSA) (i.e., assessment tasks, assignments, tests, written or oral examinations, etc.) counts towards students' continuous mark record. .

6.3 Assessment information in subject guides

6.3.1 Subject Guides must be evaluated (at inception, during and after use) at the Departmental and Programme levels to ensure that WCCN assessment policy is reflected in the Guides and in the assessment practices.

6.3.2 Subject Guides must provide detailed information to students with regard to what they can expect with regard to assessments, as well as with regard to what is expected of them.

6.3.3 Copies of subject guides, together with documentary evidence of their evaluation, should be kept for review purposes. The evidence should include evidence pertaining to WCCN assessment policy and practice.

6.4 Scheduling/time-tabling of assessments

6.4.1 Students should be given reasonable notification of all assessments, particularly with regard to timetabling and venues.

6.4.2 The Student Matters Office, in consultation with Head of College/HODs/ assessors, must ensure that there are no timetable clashes and that students are not subjected to excessive assessment loads in given time periods.

6.5 Criteria for entry into Examinations

6.5.1 Theory requirements

The following entry criteria apply:

- a minimum Continuous Summative Assessment Mark (CSAM) of **40%**
- all continuous summative assignments must be completed and handed in by the given due date
- all continuous summative assessments must be done by students to obtain entry to the theory examination
- a student must have a record of a **minimum of 65%** classroom attendance per subject per semester/per year.

6.5.2 Work Integrated Learning (WIL) requirements:

The following entry criteria apply:

- a minimum Continuous Summative Assessment Mark (CSAM) of **40%**
- all assignments must be completed and handed in by the given due date
- all continuous summative assessments must be done by students to obtain entry to the practical examination

6.6 Criteria for a pass and a distinction

6.6.1 Theory

In order to pass, a student must achieve the following:

50% in the final examination mark [FEM] **or** 50% in the examination mark [EM] (unless otherwise prescribed by statutory bodies, such as professional bodies).

6.6.2 Work Integrated Learning

In order to pass, a student must achieve the following:

- a **sub-minimum** of 50% in the examination mark [EM]

6.7 Borderline marks

If there are any borderline cases after calculation, then the departments could apply the following to the student's final marks at Exam Board meeting: -

- 48% changed to 50%
- 73% to 75% if at least another 75% or more was obtained during that assessment period

This consideration will take into account the academic performance of a student since his first year at the WCCN, and the possibility of extenuating circumstances which impacted on the current examination cycle (as put forward by a student). There are no blanket amendments of borderline marks and each student will be dealt with as an individual case.

6.8 Awarding of qualification with Cum Laude

6.8.1 All qualifications may be awarded Cum Laude if the candidate:

6.8.1.1 Passes all the courses of the qualification in the first attempt.

6.8.1.2 Obtain an average of 75% in all the courses of the qualification and an average of 75% in the final-level courses.

6.8.2 Fulltime students who had a break in their studies, for whatever reasons, should qualify for Cum Laude, if they meet the minimum requirements.

6.8.3 Students who have passed a re-assessment or supplementary assessment cannot be awarded a pass with Cum Laude. Irrespective of the marks obtained in the re-assessment or supplementary assessment, the result of the re-assessment or supplementary assessment is indicated as a "pass" or "fail".

6.8.4 Students with exemptions, recognitions and RPL (advanced standing) are eligible for Cum Laude, providing that they do not constitute more than 50% of the subjects making up the qualification. These subjects should not be used for calculation purposes.

6.8.5 Students should be registered for a minimum time permissible for a particular qualification to be eligible for Cum Laude.

6.9 Criteria for medals and awards

6.9.1 A Head of College's Merit List is published for every level of every programme in the Department. To be included on the Head of College's Merit List a student must have:

6.9.1.1 been registered for a full academic workload for the year, even if they have additional exemption/recognitions.

6.9.1.2 passed all courses/subjects for that semester or year.

6.9.1.3 obtained an average of at least 75% for all courses/subjects.

6.9.2 Students who meet the criteria for the Head of Colleges Merit lists for "top" student in a programme/qualification

6.9.3 The Head of College's Medal is awarded to the College's "top" student in a programme/qualification

6.9.3.1 This student obtains the highest average mark for all courses that contribute to the programme or qualification over the minimum required number of years is recognised for the award of the Medal.

6.9.3.2 The student must have passed all courses at the first attempt, and have completed the qualification in the minimum time permissible.

6.9.4 Where more than one student obtains the same average mark (or where the average mark is separated by less than one percentage point), the Head of College has the discretion to invoke other criteria in determining which of these students should be awarded the medal such as leadership qualities, contribution to society and/or student development, or any other criteria.

6.9.5 The Head of College's Medal is awarded at the Graduation Ceremony at which the qualification of the recipient is being conferred. The award consists of an engraved medal accompanied by a cheque, a certificate and a congratulatory note from the Head of College.

6.10 Publication of results

- 6.10.1 Departments will publish all assessment results no later than 10 days after the assessment on the student notice boards to give the students an opportunity to verify their assessment results.
- 6.10.2 Students will have five days to query assessment results.
- 6.10.3 Results must be finalised before the institutional closing date for assessment result entry. Departments must arrange their own internal deadlines within these institutional deadlines.
- 6.10.4 Any late submission of assessment results after the institutional closing date must be communicated to the Head of College who will take the matter to the Exco of Senate.
- 6.10.5 Final assessment results are published by the Exam Office, who will distribute the final lists to academic departments and Campuses. The results will be published on the WCCN website and notice boards on the same date.

6.11 Disclosure of assessment marks

No one may telephonically or otherwise, divulge any final marks to candidates prior to the official release of the final results.

6.12 Providing feedback to students

- 6.12.1 Academic staff should ensure that feedback on student performance in assessments is timeous.
- 6.12.2 Subject guides should make explicit what students' rights are with regard to receiving timeous feedback.
- 6.12.3 Students who have grievances in this regard should first discuss the matter with the lecturer or clinical educator concerned. If reasonable cooperation from the lecturer is not forthcoming, the student may report the matter to the immediate HOD of the relevant lecturer or clinical educator.
- 6.12.3 Review of Examination Papers see WCCN Assessment Policy section 8

6.13 Provisions for disability

- 6.13.1 Any candidate to whom the specified time for an assessment could prove to be a disadvantage owing to a temporary disability or handicap may, at least thirty (30) days prior to the commencement of the assessments, apply to the Student matters office for an extension of time to be granted.
- 6.13.2 Candidates must submit all relevant documentation pertaining to such an extension of time previously granted by another educational institution or, a specialist medical practitioner's report on the medical condition in question.
- 6.13.3 An application, if successful, may allow a candidate with a disability or handicap an extension of time of no more than ten (10) minutes per hour for each one (1) hour's duration of the assessment and/or the use, where applicable, of additional support such as specialist equipment, a scribe and so on.
- 6.13.4 A separate venue will be arranged by the Student Matters Office in liaison with the particular HOD.
- 6.13.5 In cases where a student requires a scribe and/or special computer equipment, the HOD concerned is to arrange this special requirement.

6.14 Appeals and disputes

- 6.14.1 Should a dispute arise with regard to assessment, the aggrieved party or parties may submit their concerns in writing to the Head of College of the relevant HOD. The Head of College may then at her or his discretion initiate such proceedings as s/he may deem necessary to resolve the dispute.
- 6.14.2 A student has a right to query a mark awarded. The issue at hand may be resolved through dialogue between the student and the HOD.
- 6.14.3 Should the student be dissatisfied with a finding or sanctions of either the Academic Disciplinary Committee or Student Matters Disciplinary Committee, he/she has the right to appeal to the Senate Appeals Review Committee (section 4.7.3 of the WCCN Disciplinary and Appeals policy) against such finding or sanction or both.
- 6.14.4 The student concerned must submit a notice of appeal in writing setting out grounds on which the appeal is based to the Head of College not later than seven days of receipt of a written decision of the Disciplinary Committees.
- 6.14.5 A student who is not satisfied with the decision of the Senate Appeals review Committee may further appeal to the College Council, the highest and the last level of authority in the College addressing the letter of further appeal to the College Council Chairperson through the HOD Student matters.

6.15 Examination Rules

The examination is taken as a **Primary examination** or as a **Deferred/Supplementary examination** when the Primary examination was deferred or failed.

6.15.1 Criteria for entry to Examinations

6.15.1.1 Theory requirements:

The following entry criteria apply:

- a minimum Continuous Summative Assessment Mark (CSAM) of **40%**
- all continuous summative assignments must be completed and handed in by the given due date
- all continuous summative assessments must be done by students to obtain entry to the theory examination student must have a record of a **minimum of 65%** classroom attendance per subject per semester/per year.

6.15.1.2 Work Integrated Learning (WIL) requirements:

The following entry criteria apply:

- a minimum Continuous Summative Assessment Mark (CSAM) of **50%**
- all assignments must be completed and handed in by the given due date
- all continuous summative assessments must be done by students to obtain entry to the practica examination

6.15.1.3 Penalty for non-compliance with the theory and WIL requirements: A student will **not** gain entry to the respective theory and WIL examinations

- **Theory:** a student will only progress if all subjects are passed and all theory and WIL requirements are met as per the WCCN Progression Rules.
- **WIL:** a student will only progress if all WIL requirements are met. 6.15.1.4 It is the student's responsibility to apply to the College Management if he/she wishes to cite and prove special circumstances for non-compliance with the theory or WIL requirements.

6.15.2 1st Opportunity Examination The 1st Opportunity to undertake an examination is considered to be the "primary" examination.

6.15.3 Deferred/Supplementary Examinations

6.15.3.1 A student who fails or defers the Primary examination has the opportunity to take the Supplementary or Deferred examination.

6.15.3.2 This examination will have the same content, format and duration as the Primary examination.

6.15.3.3 There is no provision for second opportunities in continuous summative assessments.

6.15.4 Deferred Examination/Deferred continuous assessment/Supplementary examination

6.15.4.1 The following rules for deferment of an examination shall apply to theory and practical examinations and to continuous summative assessments:

6.15.4.2 The College Management may grant a deferment to a student who is unable to take an examination/continuous summative assessment and who has applied for such a deferment according to the prescribed procedure below.

- 6.15.4.3 A student shall apply in writing to the Head of Campus for a deferment.
- 6.15.4.4 The Head of Campus must receive the application within five (5) working days after the date of the Primary examination/continuous summative assessment. The deadline is 16:00 on the 5th day.
- In the case of **ill health**, a student shall submit an authentic medical certificate from a registered practitioner and/or verifiable supporting documents;
 - In the case of **reasonable and verifiable circumstances**, a student shall submit supporting documents such as a police case number or a certificate of death of a nearby family member or in the event of religious and cultural events.
- 6.15.4.5 If a student fails a Deferred examination in a subject **there will not be another opportunity until a next examination cycle to take a further examination in that particular subject.** (For the only exception to this rule, see 6.16)
- 6.15.4.6 Students may **only repeat a component of a subject (theory or WIL) once** For the **Bachelor degree in Nursing** Three (3) years will be allowed for completion of the first two (2) years of training, and three (3) years for completion of the third and fourth years of training.
- For the **Diploma in Nursing** Three (3) years will be allowed for completion of the first two years of training, and two (2) years for completion of the third year of training.
- For the **Higher Certificate in Nursing** Students must complete the programme in a maximum of two (2) year

6.16 Extra-ordinary circumstances

If a first and/or deferred **continuous summative assessment** was missed, and if approved by Senate, a further opportunity may be considered, but if granted will be taken before the next examination.

Under extra-ordinary circumstances, (if the first and/or second opportunity **examinations** were missed and if approved by Senate), a further opportunity may be considered, but if granted will be taken at the next examination cycle for that subject.

PLEASE NOTE: Students who do not follow the above procedure for application for deferment will not be allowed to take the deferred examination/deferred continuous assessment.

6.16.1 Senate Discretionary Examination (SDE)

A Senate Discretionary Examination may be granted by the Head of College with permission of the Senate in cases where :

A student owes no more than one subject to complete a programme, provided that the student has written the final examination or second opportunity examination and has obtained an overall aggregate of at least 40% for the module.

The final mark for the module shall not exceed 50%.

The SDE examination will take place in **November\December**.

There will be no special programs for students who fail a SDE.

The SDE will have the same content, format and duration as the 1st opportunity examination and will be moderated by the appointed University for the subject concerned.

The marks for the SDE will be calculated according to the same criteria as for 1st and 2nd opportunity examinations.

All the Examination Rules are applied to SDE.

NB: There is no deferment for a SDE.

6.17 Deferred Examination/Deferred continuous assessment

A student who fails or defers the Primary examination has the opportunity to take the Supplementary or Deferred examination. This examination will have the same content, format and duration as the Primary examination. There is no provision for second opportunities in continuous summative assessments.

6.1.18.1 The following rules for deferment of an examination shall apply to theory and practical examinations and to continuous summative assessments:

6.1.18.1.1 The College Management may grant a deferment to a student who is unable to take an examination/continuous summative assessment and who has applied for such a deferment according to the prescribed procedure below.

6.1.18.1.2 A student shall apply in writing to the Head of College for a deferment. 6.1.18.1.3 The Head of College must receive the application within three (3) working days after the date of the 1st Opportunity examination/continuous summative assessment. The deadline is 16:00 on the 3rd day.

- In the case of **ill health**, a student shall submit an authentic medical certificate and/or verifiable supporting documents;
- In the case of **reasonable and verifiable circumstances**, a student shall submit supporting documents.

6.1.18.1.4 If a student fails a deferred examination in a subject **there will not be another opportunity until a next examination cycle to take a further examination in that particular subject.** (For the only exception to this rule, see 2.6)6.1.18.1.6 Students may **only repeat a component of a subject (theory or WIL) once**, i.e. a maximum of four (or in the case of the fourth year, six) examinations in other words two examination cycles in total, provided the rule governing the completion of the first two years of teaching in three years and the third and fourth years of teaching three years is not transgressed (see preamble). The teaching of students who do not meet these requirements will be discontinued/terminated.

6.19 Conducting oral assessment

6.19.1 An oral examination assumes the form of a face-to-face interview and/or series of questions conducted by a panel, including two (2) subject specialists in the field concerned, in the presence of the moderator, whether internal or external, with the object of assessing relevant knowledge of the candidate and/or moderating an assessment of such candidate's performance in a project, examination or thesis to determine whether the candidate may be granted a credit.

6.19.2 An oral examination may be used for the purposes of reassessment with the permission of the HOD of a particular Department and will be subject to the same conditions as the original assessment.

6.20 Special registration

A student who wishes to improve on a previously obtained continuous assessment mark without mandatory class attendance may, as a concession in exceptional circumstances and having due regard to sound educational principles be granted permission for special registration by or on behalf of the Head of College by the HOD of the department. In the event of special registration, the continuous assessment mark that the candidate previously obtained in the course will lapse on registration.

6.21 Student conduct during assessment

No student shall participate in an assessment without producing his/her student card or a letter of admission.

6.21.1 A student undertaking an assessment shall be guilty of an irregularity if:

- 6.21.1.1 he/she has in his/her possession any unauthorised written or printed document or memorandum, notes, sketch, map, diagram, any inadmissible equipment or article after the assessment paper has been distributed;
- 6.21.1.2 he/she helps or tries to help, or tries to obtain help from another candidate, or communicates or tries to communicate with any person other than an invigilator, when the assessment has begun;
- 6.21.1.3 he/she causes a disturbance in the assessment venue, or acts in an improper or unseemly manner and refuses after a warning has been issued by the invigilator to cease such disturbance, improper or unseemly conduct, or destroys what would have been evidence of such improper or unseemly conduct;
- 6.21.1.4 he/she leaves the assessment venue without prior permission from the invigilator.

6.22 A student participating in an assessment shall comply with the following:

- 6.22.1 Any appropriate instruction by the invigilator of such assessment.
- 6.22.2 All instructions printed on the assessment sheet or on the cover of the answer book for that assessment.
- 6.22.3 In any assessment a student shall refrain from dishonest conduct. Dishonest conduct shall include, inter alia plagiarism or submission of the work of a person other than the student who is being assessed.
- 6.22.4 A student shall acquaint himself/herself with the relevant rules regarding assessments of the department in which he/she is registered.

G.7 Amendment of Rules

If the rules regarding the arrangement of a programme are amended, candidates registered under the old rules may elect to continue under the old or new rules. Except by permission of Senate such student shall forfeit the right to continue under the old rules if they have obtained insufficient credits in a semester or year or if there is a break in their studies. The timelines for phasing out a programme shall be determined by Senate.

G.8 Condonation of Rule Breaches

Senate may condone a rule breach if it is satisfied that such a breach was due to an error on part of the College and that the student concerned, not having contributed to the error, would suffer undue hardship should the rule be applied.

G.9 Post Graduate/Basic Diploma students

The academic rules and regulations also apply to Post Graduate/Basic Diploma qualifications, except where they clearly cannot apply to postgraduate programmes or where the rules prescribed in the Guidelines for Post Graduate/Basic Diploma candidates contradict the academic rules and regulations.

GENERAL STUDENT REGULATIONS

S1 CODE OF CONDUCT FOR STUDENTS

PREAMBLE

WHEREAS Western Cape College of Nursing (hereinafter referred to as WCCN) pursues excellence in education, promotes full realisation of the potential of every student and respect for the rule of law, and appreciation of diversity; AND WHEREAS appending a signature to a registration form supplied by WCCN shall constitute acceptance of the rules regulating the conduct of students of WCCN; BE IT THEREFORE NOTED that any breach by a student of these Rules and Code of Conduct or any other rules promulgated, is subject to disciplinary action.

1 Conduct in General

- 1.1 A student shall at all times and occasions where he/she represents WCCN, or can be identified as a WCCN student, whether on campus or not, abstain from all conduct (including publication) that brings discredit to the image of WCCN. A student shall at all times act in a manner in which the maintenance of order and discipline at WCCN is not impeded.
- 1.2 A student shall not maliciously, negligently or wrongfully destroy, damage, appropriate, alienate, abuse or remove property of WCCN, or a contracted supplier or provider of a service to WCCN, or a fellow-student or staff member, or a co-operative education employer. WCCN does not accept liability for any

- damage or loss or theft of property arising out of the activities of students. The institution will however investigate and if necessary take the appropriate action or render advice.
- 1.3 A student shall not harass another person, or commit any act of racism, tribalism or unfair discrimination, or violation of the dignity of any employee or student, or any person, or any mental prejudice to or humiliation of such employee, student or any other person.
 - 1.4 A student shall not without prior permission from an appropriate WCCN official utilize or allow an unauthorized student or non-student to utilise any WCCN property, facility, amenity or equipment.
 - 1.5 No student shall make unauthorized use of any WCCN facilities, premises, property, amenity or equipment.
 - 1.6 A student who commits an act of theft or damage in respect of WCCN property or property of any person or on any of WCCN's premises shall be liable therefore. For the purposes of this rule, the possession of stolen property shall be deemed to constitute an act of theft.
 - 1.7 WCCN shall not be liable for any damage or loss, including theft of property arising out of negligent activities of students, and students leaving belongings on WCCN premises during term or vacations do so at their own risk. The institution will however investigate a reported incident, conduct a disciplinary enquiry and enforce the decision.
 - 1.8 A student shall not act or threaten to act in a manner that interferes with the work or study of any member of staff, including contracted staff, or any student of WCCN.
 - 1.9 A student shall act in a respectful manner towards all fellow students, WCCN staff as well as staff of contracted suppliers, or providers of services to WCCN, or their employees, and towards members of the public; and in particular shall not use any language that abuses or demeans any person in terms of such person's race, gender, beliefs, abilities or sexual orientation.
 - 1.10 Students shall not abuse or otherwise interfere with any member of the WCCN community in any manner which contributes to the creation of an intimidating, hostile or demeaning environment for staff or students in general, and shall not use language that impairs the dignity of any person in anyway whatsoever.
 - 1.11 Students shall not prohibit entry or exit from any WCCN campus, or any building or part thereof on WCCN campus, or any WCCN residence, or obstruct free movement of any member of the WCCN community on any WCCN campus.
 - 1.12 Students shall not obstruct, disrupt, or interfere with the teaching, research, administrative, custodial or other functions of WCCN, and shall obey all instructions and directions given to them by any authorized member of the academic or administrative staff in the execution of his/her functions.
 - 1.13 Students shall make use of waste bins for the purpose for which these have been provided, shall not leave litter in any part of the campus, including any building, residence or its grounds and gardens or vehicles. On no account shall waste bins be used for the purpose of conveying goods.
 - 1.14 Students or student bodies or organizations may not affix, distribute or display any picture, poster, pamphlet, circular letter, banner or advertisement on any notice board, or any part of WCCN premises without obtaining prior consent therefore from the relevant WCCN authority.
 - 1.15 Where the identity of the person who has affixed any picture, poster, pamphlet, circular letter, banner or advertisement on any notice board, without the authority of a designated custodian of the precinct in which the notice board is, or elsewhere on campus has not been established, the chairperson of that student structure/organization issuing such a picture, poster, pamphlet, circular letter or advertisement or from which the above items originate, shall be presumed ex officio to have so affixed such picture, poster or advertisement in contravention of this rule. For the purposes of this rule a precinct is deemed to be any part of WCCN, whether building or ground, or both, as identified in the relevant map of WCCN owned or leased properties.
 - 1.16 Students organizing or participating in protests or gatherings taking place on WCCN premises or under the name of WCCN shall strictly observe all instructions and requirements given by authorized officials regarding such protests and gatherings.
 - 1.17 Students shall be appropriately dressed when attending classes, when visiting the administration buildings, libraries and other student activities or appearing in public.
 - 1.18 Money or goods may be collected on WCCN campuses or residences controlled by WCCN only with the permission of the relevant WCCN authorities. Inter-residence raids without the permission of the relevant authorities are prohibited.
 - 1.19 Any student who knowingly supplies false information to a WCCN authority, its security personnel or contracted security personnel shall be subjected to disciplinary action.
 - 1.20 All forms of initiation by WCCN students are prohibited.
 - 1.21 Students shall refrain from any improper, disgraceful, indecent behaviour on any premises controlled by WCCN or at any other place where that student's behaviour is or could be identified with WCCN.

- 1.22 A student shall not engage in any abusive, threatening or indecent act or attitude, or criminal conduct, towards any employee or student, or any other person either on the premises of WCCN or elsewhere.
- 1.23 No student shall forge any certificate, diploma, or academic statement of WCCN, or submit any such forged document purporting to be an authentic document to WCCN or from WCCN to any other person or company.
- 1.24 A student must report any act of violation or transgression of any of the provisions of these Student Rules and Code of Conduct committed in his/her presence or that he/she is aware of.
- 1.25 A student shall not incite or encourage fellow students or any other person, or conspire with another person to violate any of the provisions of this code of conduct.
- 1.26 A student shall notify the Administration Office of any change in his/ her postal and/or residential address and official correspondence sent to the student at the address thus given by him/her shall be deemed to have been received by him/her.
- 1.27 If a student is expelled from WCCN as a result of transgressing the rules, or suspended in terms of rule 19, such student shall forfeit any claim for repayment of any monies paid by him/her, but he/she shall remain liable for all sums due by him/her for that particular academic year.
- 1.28 The Institution reserves the right to submit the particulars of an offender and the outcome of the disciplinary hearing to other institutions during the period of suspension or expulsion.

2. Academic conduct

- 2.1 Before registration as a student, a person may attend lectures only with written permission from the HOD Student matters and consent from the Head of Department.
- 2.2 A student shall attend lectures regularly and shall carry out regular assignments and projects.
- 2.3 No student shall make, distribute, reproduce, copy or make use for a purpose other than for his/her own private, personal study of any material in which copyright resides, without the permission of the author or owner thereof. Included in this definition of material in which copyright resides are teaching materials, computer software, printed materials, audio or video recordings and intellectual property.
- 2.4 No student shall plagiarize. Plagiarism is an attempt to represent another person's ideas, expressions, artefacts or work as one's own. Cutting and pasting from electronic sources into one's own document or design artefact, copying from the work of another student, overuse of sources and excessive paraphrasing are common forms of plagiarism. Plagiarism can occur when the writer is unfamiliar with in-text and end-of-text referencing conventions and can be intentional or unintentional. Students are therefore expected to familiarize themselves with referencing conventions.

3. Conduct relating to Admissions/Registration

- 3.1 Any person applying for admission as a student at WCCN for the first time shall together with his application form submit grade 12 certificate or equivalent, grade 11 final results, if transferring from another Higher Education Institution a certificate of conduct and academic record, identity document/birth certificate with ID number and valid study permit(for international students) .
- 3.2 A person shall only be admitted to a course if he/she satisfies the minimum admission requirements prescribed for the course.
- 3.3 A student shall be enrolled when his application for admission as a student has been approved, and when he has been registered in accordance with the rules of WCCN.
- 3.4 A student shall on registration sign a declaration clause in the Registration Form undertaking to comply with the provisions of Rules and Code of Conduct, policies and procedures for the relevant academic year applicable to students.

4. Conduct relating to assessments, examinations and tests

- 4.1 No student shall sit for an assessment, examination or test without producing his/her student card or a letter of admission therefore, upon request by an assessment, examination or test invigilator.
- 4.2 A student sitting for an examination or test shall be guilty of an irregularity if:
 - 4.2.1 he/she has in his/her possession any unauthorized written or printed document or memorandum, notes, sketch, map, diagram, mobile/cellular phones, any inadmissible equipment or article after the examination paper has been distributed;
 - 4.2.2 he/she helps or tries to help, or tries to obtain help from another assessment, test or examination candidate, or communicates or tries to communicate with any person other than an invigilator, after the assessment, test/examination has begun;
 - 4.2.3 he/she causes a disturbance in the assessment, test/examination venue, or acts in an improper or unseemly manner and refuses after a warning has been issued by the invigilator to cease such

disturbance, improper or unseemly conduct, or destroys what would have been evidence of such improper or unseemly conduct;

4.2.4 he/she leaves the assessment, test/examination venue without prior permission from the invigilator.

4.3 A student sitting for an assessment, examination or test shall comply with the following:

4.3.1 any appropriate instruction by the invigilator of such assessment, examination or test;

4.3.2 all instructions printed on the examination or test sheet or on the cover of the answer book for that assessment, examination or test;

4.4 In any assessment, examination or test a student shall refrain from dishonest conduct. Dishonest conduct shall include, inter alia plagiarism.

4.5 A student shall acquaint himself/herself with the relevant rules regarding assessments, tests and examinations of the department in which he/she is registered.

4.6. Have in his /her possession all the relevant stationary and equipment such as a calculator if required. Students will not be allowed to borrow stationary or use equipment belonging to fellow students .

5. Conduct relating to WCCN activities

5.1 A student shall acquaint himself/herself with the documents entitled "SCHEDULE A" and "SCHEDULE B" annexed to the Student Rules and Code of Conduct.

5.2 Students shall desist from organising or participating in any protest action staged on any premises of WCCN which result in disruption of academic programmes, disturbance of peace and/destruction of property.

5.3 A student shall, at all times, have in his/her possession a student registration card issued by WCCN in his/her name for the relevant year, and shall produce such student card upon request by an authorized member of WCCN staff or Campus Protection Services personnel or contracted security personnel. No student shall lend his/her student card to any other WCCN student or to any other person, or use the student card of another student for any purpose whatsoever. The institution reserves the right to confiscate and destroy a student card that has been used for fraudulent purposes.

5.4 A student shall not make unauthorized use of the name or badge of WCCN.

5.5 A student is obliged to obey a Suspension Order made in terms of the WCCN Rules.

5.6 A student shall not allow a non-student to use any WCCN facility without prior written authorization by a WCCN official.

6. Conduct relating to Information Technology

(e-mail use, internet and intranet access)

6.1 All students (i.e. students registered at WCCN, and including officially authorized visiting, freelance and exchange students) acknowledge that the use of electronic resources is made available to them primarily for academic or WCCN related purposes. Private and personal use is discouraged.

6.2 Every user, when he or she registers as a student of WCCN, enters into a contract with WCCN and is deemed thereby to have given his/ her consent that Information Technology Department without prior warning may:

6.2.1 intercept, monitor, block, delete, read and act upon any incoming or outgoing email message addressed to or originating from the user;

6.2.2 intercept, monitor, read and act upon the user's internet browsing habits, including the user's history files, websites visited, files downloaded and stored by the user;

6.2.3 intercept, monitor, block, delete, read and act upon any file, in whatever format, stored by a user on any computer or other electronic facility of WCCN.

6.3 The institution has the right to limit the size of incoming and outgoing email messages and attachments, downloads and other files and may block and delete email messages, downloads, attachments or other files that are larger than the set maximum size. It is the responsibility of users to limit the size of attachments and other files to prevent overloading of the electronic mail system resources.

6.4 Virus warnings or pop-ups that result from incoming email or file downloads must be reported to the IT department immediately.

6.5 The following actions or omissions shall constitute misconduct and WCCN may initiate an investigation and appropriate disciplinary action against students who fail or refuse to abide by these rules:

6.5.1 Sharing network logon usernames with or disclosing passwords to any third person(s);

6.5.2 Modifying an e-mail and forwarding or replying thereto, without noting the changes, i.e. deletions, removal of recipients, modification of content, etc.;

6.5.3 Fabricating a message or sender of a message;

6.5.4 Intentionally bypassing the security mechanisms of the mail system or any other secure web site or network (e.g. attempting to gain unauthorized access to user account information (hacking) or creating bogus accounts);

- 6.5.5 Modifying the internal mail transport mechanism to forge a routing path that a message takes through the internet or intranet;
- 6.5.6 Storing, downloading and propagating, viewing, printing, distributing, sending or accessing racist, sexist, politically or religiously derogatory content or material, or pornographic material as contemplated in Schedules 1, 2, 6, 7 and 11 of the Films and Publications Act 65 of 1996, as read with the Films and Publications Amendment Act, Act No. 34 of 1999; or such acts which mitigate against the spirit of genuine academic discourse;
- 6.5.7 Participating in e-mail "chain letters" or similar activities;
- 6.5.8 Downloading, receiving or installing software applications (including games or any multimedia software) not approved by the IT department;
- 6.5.9 Downloading information on to hard drives of any computer in the IT Department;
- 6.5.10 Knowingly burdening the institution's network with non-academic data (e.g. forwarding, downloading or accessing large video clips or graphics to or from a distribution list or filesharing server);
- 6.5.11 The creation, sending or forwarding of hate mail, discriminatory remarks, unsolicited mail or any other anti-social behaviours on the network for purposes of harassing or disturbing other users;
- 6.5.12 The creation, sending or forwarding or marketing information about commercial and/or non-academic issues;
- 6.5.13 Knowingly sending or forwarding messages and attachments that could be infected with malicious codes such as viruses, as well as spam (if in doubt please contact the IT department);
- 6.5.14 Using discs that may be infected with malicious code, without taking reasonable measures to ensure that the discs are safe to use;
- 6.5.15 Any non-academic/non-business actions that knowingly prevent other users from using email, internet or intranet access;
- 6.5.16 Any destructive and disruptive practices either via e-mail, internet or intranet;
- 6.5.17 Sending, replying to or forwarding e-mail messages or other electronic communications which hide the identity of the sender or represents the sender as someone else;
- 6.5.18 Users of the institution's electronic mail systems who obtain access to materials of other organisations may not copy, modify or forward copyrighted materials, except under the specific copyright terms and conditions;
- 6.5.19 Using information, e-mail, files, downloads or data to commit fraud or any other criminal offence(s);
- 6.5.20 Making illegal or unauthorized copies of WCCN software installation discs or other illegal software copies. Users shall respect copyright laws that protect software, and acknowledge the intellectual property rights of other computer users;
- 6.5.21 Copying, changing, reading or using files in another user's area without that user's prior permission;
- 6.5.22 Wasting or taking supplies such as paper, printer ribbon, ink or toner and diskette that are provided by the IT Department for private and personal use;
- 6.5.23 Tampering with hardware or software; and
- 6.5.24 Any actions that could reasonably be expected to cause, directly or indirectly, excessive strain on any computing facilities, or unwarranted or unsolicited interference with others.

7. Conduct in respect of traffic rules

- 7.1 Vehicles, motorcycles and bicycles are driven or ridden and parked on WCCN precincts at owners' risk.
- 7.2 Traffic rules with regard to vehicular traffic and parking are binding on all students.
- 7.3 Student vehicles parked in prohibited areas such as staff areas, fire lanes, zones for handicapped people, or any other areas designated as prohibited may be towed away and fines will be imposed including the cost of towing.
- 7.4 Parking and entry stickers must be collected from the Transport Department and affixed to the vehicles at all times.
- 7.5 WCCN reserves the right to search vehicles and any persons entering the premises, on the premises or exiting the premises controlled by WCCN.
- 7.6 A student who recklessly or negligently drives and causes damage to WCCN property or vehicle shall be liable for such damage or a portion thereof as will be decided by the Disciplinary Structures of WCCN. This provision also applies to vehicles hired by WCCN.
- 7.7 Students shall observe transport rules and all other "Traffic Rules" as promulgated by WCCN from time to time.

8. Conduct relating to student accommodation

- 8.1 All residences of WCCN are under the control of its College Council, which delegates its authority and control to the Head of College, who in turn delegates his/her authority to the Head of Residences and to Residence Managers.
- 8.2 Only students who comply with the requirements for admission to WCCN residences in terms of academic performance, distance, conduct, are registered full-time intramural, and are not employed on a full-time basis, will be admitted in WCCN residences.
- 8.3 Previous residence conduct and disciplinary record shall be considered for residence selection. Admission or re-admission may be refused on the following grounds:
 - 8.3.1 misconduct, where a student has been found guilty of contravening residence rules or any other rules and the code of conduct;
 - 8.3.2 poor academic performance;
 - 8.3.3 adjustment problems in residences;
 - 8.3.4 continued violation of residence rules;
 - 8.3.5 insubordination of residence authorities;
 - 8.3.6 malicious damage to residence property or property of other students;
 - 8.3.7 any other grounds considered valid by residence authorities.
- 8.4 Residences will be closed after breakfast on the day following the closing date of WCCN, and reopen at dinner time on the day before the reopening, on the understanding that special arrangements may be made with the Head of Residences or nominee for late departure or early arrivals.
- 8.5 Students writing examinations must depart no more than one day after their last examinations, on the understanding that special arrangements may be made with the Head of Residences for a longer stay in the residence, if necessary.
- 8.6 No alterations shall be made to the buildings, equipment or furniture of the residences. In the event of destruction, damage, removal or alterations of property the said student shall compensate WCCN for the cost of making good such damages, removal or alteration.
- 8.7 No student may move or remove any item or furniture belonging to WCCN residences or any fixture from its designate location to any other location within or outside of any residence without the expressed permission of the Residence Manager or nominee.
- 8.8 A student shall not affix any pictures or posters by use of nails, tape or any other method tHOD which is likely to cause damage or mark to the property in any part of the residence including his/her room, or in that part of the residence set aside for his/her personal use.
- 8.9 Students are strictly prohibited from tampering or making any alterations to or affecting any work on the electrical installation, equipment or telephone equipment of the residences.
- 8.10 Students shall not use any electrical appliances in their rooms that have not been fitted with an appropriate Amp plug.
- 8.11 Students will collectively share the responsibility for assigned/common spaces such as TV rooms and other such areas, and may be held collectively responsible for damage, theft or loss of such shared property within their residence when individual responsibility cannot be ascertained.
- 8.12 Residents are responsible for the cleanliness of their rooms and they shall take special care with regard to the cleanliness of the bathrooms and toilets and any other communal spaces.
- 8.13 Residence Managers or nominees may carry out room inspections only in the company of security personnel and house committee member, and in prior consultation with the occupant (if such consultation would not defeat the purpose of the search) who may not unreasonably refuse. These inspections shall include valid searches, execution of arrest warrants or hot pursuit by Law Enforcement Officers. A list of items that were taken and those that were not taken must be drawn.
- 8.14 Students may not cook food in any area of the residence other than areas designated for that purpose.
- 8.15 No student shall enter a room of another student without the occupant's permission, except under delegated authority of the Residence Manager or nominee.
- 8.16 Students shall not make such noise as to disturb others in the rooms. The privilege of using a radio, music system, computer or any other musical instrument will be forfeited and the Residence Manager shall have the right to confiscate any object that is used by a student to cause excessive noise, pending the outcome of a Disciplinary Hearing.
- 8.17 A student shall not sublet any part of his/her room for any reason whatsoever. No student shall live with any person other than his/her authorized roommate in a double room.
- 8.18 No pets of any kind shall be brought into or kept in or around residences.
- 8.19 Students shall not use their rooms for commercial activities or conduct business activities of any kind whatsoever.
- 8.20 Invitations for soliciting/begging must be printed material bearing a stamp of approval from the Residence Manager who will affix it to residence notice boards.

- 8.21 A student shall not unnecessarily activate fire equipment by making false alarms or report false fires or break open emergency key holders.
- 8.22 An injury, indisposition or illness of a resident must be immediately reported to the Residence Manager who will obtain medical assistance necessary or inform Head of Residences and/parents or guardian if necessary.
- 8.23 Visitors at residences under the control of WCCN must adhere to the rules of the residences in the Residence Rule Book. Resident students shall ensure that visitors comply with these rules and house rules applicable to that particular residence. A student shall be responsible for the behaviour of all his/her visitors. No student shall permit any visitor to occupy his/her room or any other part of the residence overnight without prior permission of the Residence Manager.
- 8.24 A student who requires specialized medical treatment shall inform the Residence Manager of his/her condition before occupying the residence.
- 8.25 WCCN will ensure that for every twenty students in a residence there is at least one First Aid trained student. The institution will offer the teaching to volunteering students.
- 8.26 Gatherings, functions or parties may be held in residences only with prior permission of Residence Manager in a venue designated for such purpose as determined by the Residence Manager.
- 8.27.1 All applications for holding functions, gatherings or parties involving the consumption of alcohol held on or off campus or residence controlled by WCCN shall be in writing, submitted to the Head of Campus ten (10) days prior to the date on which it is intended to hold such event;
- 8.27.2 Where such an application involves sale of alcohol in the function or gathering, a temporary licence must be attached to the application and then written permission for holding such an event.
- 8.28 Students organizing gatherings, outings, functions or parties to be held off campus of WCCN, in the name of a student, a residence, a student structure or organization shall obtain prior written permission from the Head of Campus.
- 8.29 Students shall not organize or help to organize any gathering, function or party in any residence for the financial benefit of any individual or organization, without prior written permission of the Residence Manager.
- 8.30 No student functions will be held on WCCN premises or premises under the control of WCCN during examinations and test periods as published by the Examinations Department and Campuses from time to time.
- 8.31 The Head of Residence may summarily summon a student to leave a residence pending a disciplinary hearing if in his/her opinion such a step is reasonable and necessary in order to maintain peace and good order in a residence.
- 8.32 Resident students must not park visitors' vehicles overnight on premises under the control of WCCN without prior permission from Residence Manager.
- 8.33 No repairs may be made to vehicles or motorcycles on the residence premises without the permission of Residence Manager.
- 8.34 No visitor's vehicles shall be washed on WCCN premises.
- 8.35 Notwithstanding these rules students shall acquaint themselves with and obey the Residence Rule and House Rules in the residences in which they reside.

9. Special rules relating to consumption of alcohol

- 9.1 A student shall at all times refrain from drunken or disorderly behaviour that disturbs peace of other students or residents.
- 9.2 No student shall sell, serve or assist any other person to sell or serve liquor on any premises controlled by WCCN without prior written permission from the Head of College or nominee.
- 9.3 No alcoholic beverage may be brought into or consumed by any resident or any other person on the premises controlled by WCCN without prior written permission of the Head of College or nominee.

10. Criminal conduct

- 10.1 A student shall not commit or instigate another student or person to commit any act of sale, distribution, use or possession of any illegal drug, as defined by the Drug and Drug Trafficking Act 140/1992, on any campus or residence controlled by WCCN.
- 10.2 No student shall possess, use, supply or administer any habit-forming or potentially harmful drugs in contravention of the Abuse of Dependence Producing Substance and Rehabilitation Centres Act 1971 and Drug and Drug Trafficking Act 1992 as amended.
- 10.3 Any conduct that is regarded in law as a criminal offence will be reported to the South African Police Services, and the student who allegedly committed such offence will not only be prosecuted by the

court with jurisdiction in terms of the Criminal Procedure Act 51 of 1977as amended, but also be subject to a disciplinary action by WCCN.

11. Conduct relating to Libraries and Information Services

- 11.1 Students are registered automatically as library users when they register at WCCN. Student cards and staff cards serve as library ID cards. Library material will be issued only on presentation of a library ID card. Lost cards must be reported to the Main Desk as soon as is possible, and the student must obtain a temporary card for access in the Libraries.
- 11.2 Library material shall not be removed from the libraries without the proper issuing procedure being followed.
- 11.3 Users shall be held responsible for all library material issued on their names.
- 11.4 Library material shall be loaned to library users on library terms and conditions.
- 11.5 Students will be fined for overdue library material.
- 11.6 The library authority shall from time to time determine the amount of money beyond which the defaulting user will have his/her borrowing privileges suspended until such time that all library material have been returned and overdue fines paid.
- 11.7 Library users may credit money to their ID cards at WCCN cashier points identified by the libraries.
- 11.8 All users must adhere to Copyright Regulations as stipulated in the Copy Rights Act, 98/1978 unless the copyright owner's permission for the reproduction or transmission has been obtained.
- 11.9 Any user found intentionally damaging, or in possession of library material which has not been properly issued out will be suspended from utilizing all the Libraries of WCCN pending an investigation and appropriate action taken against such user.
- 11.10 Users who conduct themselves in a manner that is unbecoming in any of the libraries of WCCN will be suspended from utilizing all the libraries of WCCN pending investigation into such conduct and appropriate action taken.
- 11.11 Prohibited conduct at the Library includes but is not limited to:
 - 11.11.1 bringing refreshments into a library building or eating;
 - 11.11.2 smoking inside the library building;
 - 11.11.3 causing damage to or mutilating library material, equipment, furniture or tampering with library data or network.;
 - 11.11.4 abusive behaviour and harassment towards library staff and fellow users;
 - 11.11.5 continuously triggering library security detection system;
 - 11.11.6 ringing mobile phones;
 - 11.11.7 engaging in group discussions outside demarcated private study/reading areas.

12. Conduct relating to the printing, publication, distribution and display or printed material

- 12.1 No student, student structure or group of students shall publish, display or distribute any pre-recorded audio or audio-visual material, posters, paintings, murals or wall hangings or printed material on any WCCN controlled premise without prior permission from the relevant authority.
- 12.2 A student, student structure or group of students who/which submits material to any WCCN authority for consideration in respect of clause 12.1 above must ensure that the material contains no distortions, no significant omissions, untruths or inaccuracies, failing which the relevant student, group of students or student body may be subjected to a disciplinary action.
- 12.3 Press statements, publications or interviews which might intimidate or affect bodies or persons in control of WCCN, or which may reflect badly on the image of WCCN shall not be issued or granted by a student or student structure.

13. Conduct relating to student structures

- 13.1 Only such student structures as are recognized by the Students' Representative College Council (hereinafter called SRC) and approved by WCCN may affiliate to SRC. Outside organizations may affiliate to student structures recognized by SRC.
- 13.2 Student structures shall, when applying for recognition by SRC, submit their constitutions and fulfil other requirements, and may conduct meetings of registered students in accordance with the provisions of such constitutions. No meetings shall be held on campus without prior permission from the relevant authorities.
- 13.3 Student structures shall ensure that they deposit all funds and sponsorships into WCCN cost centres. No student structure or affiliate structure shall open its own banking account. Failure to abide by this rule will result in WCCN withdrawing allocation of funds to that structure.
- 13.4 A student or student structure shall not make unauthorised use of the name or badge of SRC or of any other recognised student structure or organisation of WCCN, nor financially mismanage,

misappropriate or misuse funds in the cost centres of SRC or any other recognised student structure or organisation of WCCN.

- 13.5 An office bearer of a recognized structure at WCCN shall comply with a reasonable request by the Head of Student Matters, or a person or persons nominated by the said Head to cease any alleged contravention of WCCN rules.
- 13.6 Office bearers of any recognized structures at WCCN shall be held liable for breach of any WCCN rule committed by members of that structure in the name of that structure, unless such office-bearers can establish that they took all reasonably practicable steps to prevent the breach of such rule(s).

14. Conduct relating to safety and security

- 14.1 No student shall bring onto any WCCN campus or premises controlled by WCCN any firearm or gun or mock replica, toy weapon, or fireworks except with written permission of the Head of Campus, nor any dangerous articles, explosives or fuel. The definition of dangerous articles includes, but is not limited to, knives, daggers, or switchblades and martial arts equipment.
- 14.2 Threatening other students or people with dangerous weapons or pretending that such dangerous weapons or articles would be used, or pointing a firearm or anything that resembles a firearm at any person is an act of misconduct and the perpetrator shall be subjected to disciplinary action.
- 14.3 A student on WCCN controlled premises shall not connect any equipment or appliance to an electrical supply in contravention of normal safety standards.
- 14.4 A student shall not use an immersion heater, naked flame or gas lamp on any WCCN campus or WCCN controlled residence.
- 14.5 A student shall not interfere with or make unauthorized use of fire protection equipment.
- 14.6 A student shall not unnecessarily activate fire equipment by making false alarms or report false fires or break open emergency key holders.
- 14.7 Students shall report cases of contagious disease, injuries to themselves and others, health and safety hazards immediately to the Residence Manager (if the student is resident) or to the Health Clinic staff who will liaise with the Health and Safety Officer.
- 14.8 Students shall abide by all health and safety rules as published from time to time and co-operate to ensure compliance.

15. Conduct relating to students undergoing in-service teaching/community projects

- 15.1 A student undergoing in-service teaching is subject to the code of conduct of WCCN as well as the disciplinary rules, code and procedures of that particular employer for the duration of such in-service teaching.
- 15.2 A student participating in work integrated learning or community outreach programmes and projects is subject to the instructions of the convenor as well as the WCCN Student code of conduct.
- 15.3 If students during his/her work integrated learning or community outreach programmes or community programme/project finds himself/herself being a victim of misconduct, the employer or convenor will be expected to remedy the situation in favour of the student by taking an action against the perpetrator.
- 15.4 In the event that the employer or convenor is the alleged perpetrator, the Institution may terminate the relations with that employer/convenor and withdraw such student from the programme/project and the student reserves the right to take legal action against that employer or convenor.
- 15.5 If a student conducts himself/herself in any manner deemed to be irregular by that particular employer or convenor, and/or which brings discredit on WCCN in the eyes of reasonable persons, such student shall be disciplined by WCCN in terms of its student code of conduct and disciplinary procedures.
- 15.6 A student must ensure that he/she signs the indemnity form prior to embarking on in-service teaching or community programme/ project.

16. Conduct in respect of WCCN Disciplinary Structures and Proceedings

- 16.1 A student attending any Disciplinary Inquiry, Disciplinary Hearing or Appeal Hearing shall observe and obey instructions of the person presiding in that tribunal concerned.
- 16.2 A student or representative at any inquiry or hearing shall not under any circumstances, interfere with or in any manner disrupt or disturb the disciplinary process.
- 16.3 A student who is accused of an alleged misconduct may conduct his/her own defence or be assisted by a fellow student or staff member of WCCN who will voluntarily represent the accused student.
- 16.4 If a student wants to be represented by a person other than a student or staff member of WCCN, he/she must submit written representations to the Head of Campus asking for permission to be represented

by such person 36 (thirty six) hours prior to the hearing, and stating reasons why he/she believes that a student or staff member of WCCN will not be able to sufficiently represent him/her. The Head of Campus shall ensure that such request is tabled before the Disciplinary Committee prior to the actual hearing.

16.5 The Disciplinary Committee will consider the written representations and may allow representation by a person other than a student or staff member of WCCN on application of the following criteria:

- (a) Nature of charges;
- (b) The degree of factual or legal complexity;
- (c) Potential seriousness of the consequences of an adverse finding;
- (d) The availability of suitably qualified legal representatives or experts among students or staff of WCCN; and
- (e) Any other factor relevant to fairness.

16.6 If a student does not attend a hearing and without valid and acceptable reasons, the Disciplinary Committee may nonetheless hear the case in his/her absence, make a finding and impose an appropriate punishment.

16.7 A student giving evidence before any disciplinary tribunal shall be required to be truthful and honest at all times and shall not knowingly make false statements. All false statements made under oath and submitted to the disciplinary proceedings will be treated as perjury, a criminal conduct.

16.8 A student summoned as a witness in disciplinary proceedings will be expected to co-operate. Failure or refusal to co-operate may result in WCCN taking an action against such student.

16.9 All disciplinary hearings shall be held in camera. Only persons invited to a disciplinary hearing shall attend.

16.10 The outcome of a disciplinary hearing will be made known in writing to the student concerned, his/her HOD, his/her parents or guardian if necessary, and be uploaded on Student Disciplinary Information website.

16.11 The Head of Campus shall advise the disciplinary structures on any matter relating to student discipline.

17. Suspension Pending Disciplinary Hearing

17.1 The Head of College or nominee has powers to suspend from classes or from any campus or property controlled by WCCN, and/or from participation in any other activity as a student of WCCN, a student against whom investigations have been initiated pending a disciplinary hearing outcome, if he/she has reason to believe that the presence of that student on campus or residence poses a threat to the safety of other students or employees, or property of other students or of employees or of WCCN.

17.2 Where a student is suspended in terms of clause 17.1 above, a formal charge should be preferred against him/her as soon as is reasonably possible.

18. Implementation of Decisions

18.1 The Head of Campus and HOD student matters shall keep record of decisions taken by Disciplinary Committees; communicate the decisions to relevant offices or structures; and ensure that such decisions are implemented.

18.2 A student who fails to comply with the decision of a Disciplinary Committee may be charged for contempt of the Disciplinary Committee.

SCHEDULE A

1. STUDENT DISCIPLINARY STRUCTURES

WCCN has approved the following student disciplinary structures:

1.1 Residence Disciplinary Committee, consisting of:

- (a) Head of Residences or nominee acting as chairperson;
- (b) Two Residence Managers (one from residence in question acting as pro-form prosecutor).
- (c) A member of Central Residence Committee
- (d) A member of Local SRC

1.2 Academic Disciplinary Committee, consisting of:

- (a) Head of Campus;
- (b) Two HODs (one from the department in question acting as pro-forma prosecutor);
- (c) Student Department Representative;

1.3 Student Matters Disciplinary Committee, consisting of:

- (a) Lecturer from the Department involved
- (b) One Academic HOD
- (c) HOD Student Matters;
- (d) LSRC or nominee
- (e) Head of Campus

1.4 Appeal Disciplinary Committee, consisting of:

- (a) Head of College;
- (b) Member from Provincial Government Western Capel;
- (c) President: Central SRC or nominee;
- (d) HOD of the relevant year.
- (e) Head of Campus

1.5 College Council

(a) HOD Student matters (b) Members of College Council designated for such purpose.

#In all disciplinary committees four members shall form a quorum

S2. DISCIPLINARY PROCEDURES

2.1 ALLEGED MISCONDUCT DURING ASSESSMENTS, TESTS AND EXAMINATIONS

When convinced that a candidate has committed an irregularity, an examination or test supervisor/invigilator shall:

- 2.1.1 confiscate the candidate's answer book or assessment material and all incriminating documents and equipment, and shall enter the time and his/her own signature on the answer book;
- 2.1.2 issue the candidate with a new answer book or assessment material written on the outside "new assessment material/ answer book issued to....." and enter the time and signature of the examination supervisor/invigilator;
- 2.1.3 request the candidate to make a written declaration after the examination, test or assessment stating what transpired. Such candidate should be advised that the written declaration should be made freely and voluntarily and will be used in the disciplinary hearing;
- 2.1.4 if the candidate refuses to continue with the examination or assessment, the invigilator must instruct him/her to leave the venue;
- 2.1.5 after the examinations, test or assessment the supervisor/invigilator shall hand the candidate's original answer book and any incriminating material, as well as the answer book issued to the student after the irregularity was discovered, written statements of the candidate and the invigilator to the relevant Head of Department (HOD) or HOD in the case of an examination;
- 2.1.6 The HOD will start the process of instituting disciplinary proceedings against the candidate and inform the Head of Campus;
- 2.1.7 The Student matters Officer or Secretary will communicate the decision of the Academic Disciplinary Committee to the relevant authorities.

#Minor academic cases may be dealt with and resolved by the Department or internally through a disciplinary inquiry.

2.2 ALLEGED MISCONDUCT IN GENERAL

- 2.2.1 When there is an allegation of misconduct or a complaint, the matter must be reported to the Residence Manager if the complainant or accused resides in one of the WCCN controlled residences, or Security and Head of Campus if he/she is not a resident;
- 2.2.2 In the event that the alleged misconduct involves a resident student, the procedure in dealing with misconduct in residences must be followed;
- 2.2.3 If the matter is reported to security, the latter will in turn submit a completed a complaint's form and attach written statements (if available) to the Head of Campus within 24 hours of the matter being reported;
- 2.2.4 The Head of Campus will within seven days of the alleged misconduct reported to the office by either CPS or the complainant, or such time as is reasonable under the circumstances, with the assistance of Investigating Officers investigate the allegation, interview the complainant, defendant/suspect as well as witnesses, collect further written statements (if necessary) and conduct a disciplinary inquiry involving all parties concerned in the alleged misconduct in an attempt to resolve the matter;
- 2.2.5 Should the matter be resolved, the Head of Campus shall take note of the aforesaid disciplinary proceedings and enforce the outcome.
- 2.2.6 If there is serious transgression of student rules and code of conduct, or the matter cannot be resolved by the Head of Campus, and in the Head of Campus opinion a case can be made out, or the student refuses to participate in the inquiry, refuses to accept, or appeals against the inquiry outcome, Head of Campus shall formulate charge(s) as disclosed by the evidence, and convene a Student Matters Disciplinary Hearing in which she/he shall act as proforma prosecutor.

2.3 PROCEDURE IN PREPARATION FOR A DISCIPLINARY HEARING

- 2.3.1 When proceedings are instituted against a student, the Head of Campus shall give the suspect (hereinafter called the accused) seven days written notice unless the nature of the alleged transgression justifies urgent attention, in which case the student may be given 48 hours written notice of the following:
 - 2.3.1.1 In terms of WCCN Student Rules and Code of Conduct proceedings will be instituted before a Disciplinary Committee;
 - 2.3.1.2 The date, time and venue of the disciplinary hearing, substantiated charges preferred against the accused and written statements from complainant and witnesses;
 - 2.3.1.3 The accused must attend the hearing in person, may be represented by another student or staff member of WCCN in terms of rule 16.3 of Student Rules and Code of Conduct. If the student would like to employ the services of a person other than a student or staff member of WCCN, he/she must comply with rule 16.4 which refers to representation by a person other than a student or staff member of WCCN. The Disciplinary Committee will on application or rule 16.5 consider the representation and make a ruling;
 - 2.3.1.4 The accused must inform the Head of Campus before the date of the hearing if he/she would like an interpreter to assist him/her during the proceedings;
 - 2.3.1.5 He/she may present evidence, and will be cross-examined;
 - 2.3.1.6 He/she may bring witnesses to corroborate his/her defence;
 - 2.3.1.7 Failure to appear without an acceptable reason will result in a decision made and an appropriate punishment imposed against him/her in absentia; and;
 - 2.3.1.8 A fine not exceeding R100-00 (one hundred rand) may be imposed for contempt of the Disciplinary Committee.
- 2.3.2 The accused shall be served with the notice to appear and charges from the Head of Campus personally in the lecture hall or in the residence room, and if the accused cannot conveniently be found, the notice may be delivered at the student's last known study address, and shall be deemed to have been received by the accused at the time of delivery.
- 2.3.3 If the accused refuses to acknowledge receipt of a notice of disciplinary hearing, confirmation in writing by the person who served the notice, that the notice was duly served, will be prima facie proof that the accused received such notice.

2.4 PROCEEDINGS OF FORMAL DISCIPLINARY HEARINGS

- 2.4.1 The procedure of a Disciplinary Hearing shall be as follows:
 - (a) The chairperson shall introduce the committee members and read out the notification of the charge(s) to the accused; his/her rights and ask the accused to plead.
 - (b) In the event that the accused pleads not guilty, the chairperson shall ask the prosecutor to lead evidence and present witnesses to substantiate the charge(s).

- (c) The accused or representative cross-examines the prosecutor's witnesses and the committee members will ask questions for clarity.
- (d) The accused will then be given an opportunity to give evidence in defence; aggrieved make submissions in support of his/her defence and present witnesses.
- (e) The prosecutor cross-examines the accused and his/her witnesses and the committee members will ask questions for clarity.
- (f) The committee will allow closing arguments from the prosecutor and the accused or representative.
- (g) The committee will in the absence of the accused, his/her representative and prosecutor, deliberate on the facts and evidence led, and give its finding of guilty or not guilty to the accused. The finding will be arrived at on a balance of probabilities.
- (h) If the accused is found not guilty the case is dismissed. If guilty the committee will allow the guilty student to state his/her case in mitigation and the prosecutor in aggravation respectively.
- (i) The chairperson will in consultation with the Head of Campus deliver the sanction and advise the student of his/her right to appeal.
- (j) The decision of a Disciplinary Committee shall be determined by general consensus.
- (k) If the accused student pleads guilty the chairperson must ascertain whether the plea of guilty is tendered freely and voluntarily and ask the accused to present his/her version of the case in his own words.
- (l) If the student is in doubt the chairperson must enter a plea of not guilty and follow the procedure as stated above.
- (m) If after hearing the accused's version of the event(s), and a plea of guilty is accepted, the Chairperson must then proceed to (h), (i) and (j) above.
- (n) The Head of Campus shall ensure that the outcome of the Disciplinary Hearing is given to the student in writing as soon as is reasonably possible to allow the student an opportunity to appeal if he/she so wishes.

2.5 PROCEDURE IN DEALING WITH MISCONDUCT IN RESIDENCES

- 2.5.1 The maintenance of residence rules and good order in the residences is primarily the responsibility of the Residence Manager assisted by the House Committee in each residence.
- 2.5.2 The complainant must report the matter to a block representative who will in turn bring the matter to the attention of the House Committee Chairperson of that residence.
- 2.5.3 In the event of alleged violation of rules in the residences, which in the opinion of the House Committee is not serious enough to be referred to the Residence Manager, the House Committee may appoint a sub-committee to investigate the matter and take reasonable steps to terminate the violation in question.
- 2.5.4 Where the transgression is of such a serious nature that it is in the interest of the residence and WCCN for a charge of misconduct to be brought before the Residence Manager, the House Committee Chairperson shall submit written statements from the complainant, accused student, and witnesses (if any) to the Residence Manager who must subsequently convene a disciplinary inquiry.
- 2.5.5 If the violation involves alcohol, the alcohol or empty containers must be confiscated as proof and be kept in the office of Residence Manager pending the investigation and outcome of a disciplinary inquiry. After the inquiry if the matter has been resolved the alcohol must be thrown into the drain and the owner may observe the process.
- 2.5.6 A student who is accused of violating residence rules must at all levels of discipline be advised to bring a representative and witnesses if he/she so wishes.
- 2.5.7 If the Residence Manager believes that the matter should be dealt with by the Head of Residences, he/she should liaise with the Head of Campus for purposes of convening a Residence Disciplinary Committee, formulate charges, and attach all documentation.
- 2.5.8 If the complainant or offender is not satisfied with the outcome of the Residence Disciplinary Hearing, he/she may apply for appeal or review to the Head of Campus and copy the Head of Campus.
- 2.5.9 If the Head of Residences is of the opinion that the transgression is of such a serious nature that it is in the interest of WCCN that the matter be dealt with by the Student Matters Disciplinary Hearing, he/she will forward the documentation to the Head of Campus for the Head of Campus to convene a Student Matters Disciplinary Hearing and prosecute.
- 2.5.10 The Chairperson of Residence Disciplinary Committee shall keep minutes of the residence disciplinary hearing and submit the outcome to the Head of Campus for record keeping.

2.6 APPEALS/REVIEWS

- 2.6.1. A student who is unhappy about an action taken against him/her by the House Committee may appeal to the Residence Manager, then to the Head of Residences, then the Head of Campus, then the Head of College, then the College Council.
- 2.6.2 Appeals from the Residence Disciplinary Committee may be submitted to the Head of Campus for Student Matters Disciplinary Committee.
- 2.6.3 Should the student be dissatisfied with findings or sanctions of either the Academic Disciplinary Committee or Student Matters Disciplinary Committee, he/she has the right to appeal to the Appeal Disciplinary Committee against such finding or sanction or both;
- 2.6.4 The Appeal Committee, upon request by the Head of Campus may review disciplinary measures falling outside the competence of any other disciplinary structure and a decision of any other disciplinary structure that would be deemed unfair and would have adverse effects on the student.
- 2.6.5 A student who is not satisfied with the decision of the Appeal Disciplinary Committee may further appeal to the College Council through the office of the HOD Student matters, the highest level of authority

2.7 PROCEDURE AT THE APPEAL

- 2.7.1 A student who wants to appeal should inform the Head of Campus so that a record of the relevant proceedings is made available to him/her. The student concerned must submit a notice of appeal in writing setting out grounds on which the appeal is based not later than seven days of receipt of a written outcome of the Disciplinary Committees in 2.6.3 above.
- 2.7.2 The student concerned must submit a notice of appeal in writing setting out grounds on which the appeal is based to the Head of College not later than seven days of receipt of a written outcome of the Disciplinary Committees in 2.6.3 above.
- 2.7.3 Members of the Appeal Committee should be supplied with the record of proceedings together with all other relevant documentation by the Head of Campus as soon as the date for the appeal has been set.
- 2.7.4 The proceedings of the appeal will be as follows:
 - (a) The Appellant may present his/her appeal in person and make submissions.
 - (b) The appellant may be assisted by a representative in terms of rule 16.3 and 16.4
 - (c) The Appeal Committee may ask questions from the Appellant for clarity and may summon other people to give evidence if that is reasonably necessary to decide on the appeal.
- 2.7.5 The Appeal Committee is not rehearing the case but adjudicating on whether the disciplinary hearing was procedurally and/or substantively fair, depending on the grounds of appeal.
- 2.7.6 After hearing the appeal the Committee may:
 - 2.7.6.1 uphold the finding and the sanction; or
 - 2.7.6.2 uphold the finding but impose a different sanction; or
 - 2.7.6.3 set aside the finding and consequently the sanction and render a new decision.
 - 2.7.6.4 refer the decision back to the previous disciplinary committee for rehearing and order that new committee members hear the case de novo and consider evidence.
- 2.7.7 The Head of Campus will notify the student of the decision of the Appeal Committee.
- 2.7.8 If a student exercises his/her right to further appeal to the College Council, the HOD Student matters will convene a committee of College Council and the Head of Campus will submit all documentation for consideration by the committee of College Council. The College Council will for all intents and purposes study and analyse the grounds of appeal and all other documents related to the case and pronounce its decision. The appellant will be informed in writing on the outcome of such appeal.
- 2.7.9 The decision of College Council is final.

3. DISCIPLINARY MEASURES

3.1 ACADEMIC DISCIPLINARY COMMITTEE

The Academic Disciplinary Committee may impose one or more of the following disciplinary sanctions:

- (a) issue a reprimand;
- (b) issue a warning;
- (c) impose a suspended disciplinary sanction with or without conditions;
- (d) impose expulsion from WCCN;
- (e) exclude the student from any or all lectures, assessments, tests or examinations in any or all subjects;
- (f) cancel any or all assessments, tests or examinations or other marks as well as year and semester marks;
- (g) cancel credits in any or all subjects;
- (h) declare subject invalid;

- (i) recommend to the Senate/Academic Board to cancel a qualification that has been formally awarded or conferred;
- (j) exclude the student from any or all classrooms, assessment rooms, test rooms or examination rooms;
- (k) exclude the student from any or all academic activities;
- (l) discharge the student from any office or capacity in which he/she was appointed or elected;
- (m) direct the student to apologize verbally or in writing to any person or body;
- (n) forfeiture of a bursary or loan;
- (o) refer the student to Student Counselling and Development for remedial measures;
- (p) recommend deregistration and forfeiture of all examination credits earned;
- (q) take any other appropriate, educationally justifiable, disciplinary sanction.

3.2 STUDENT MATTERS MATTERS DISCIPLINARY COMMITTEE

The Student Matters Disciplinary Committee may impose one or more of the following sanctions:

- (a) expulsion from the residences and/or from WCCN;
- (b) suspension from the residence and/or from WCCN for a specified period;
- (c) prohibition from participation in any activity of WCCN;
- (d) a fine not exceeding R500-00;
- (e) community service not exceeding 100 hours within the precincts of WCCN;
- (f) forfeiture of the privilege to keep a vehicle on the premises that are under the control of WCCN;
- (g) ordering the student to pay an amount that will make good any loss or damage suffered or costs incurred by WCCN, any other student or any other person or organization on account of the misconduct;
- (h) exclusion from any non-academic activities for a specified period;
- (i) the provisions of rule 1a, b, c, d, j, l, m, n, o, p and q of the disciplinary sanctions of the Academic Disciplinary Committee.
- (j) take any other appropriate, justifiable disciplinary sanction.

3.3 RESIDENCE DISCIPLINARY MEASURES

In trying to resolve the matter or terminate the violation of rules the residence committee or Residence Coordinator/Manager may take one or more of the following actions:

- (a) serious discussion with the student concerned;
 - (b) verbal or written reprimand or warning;
 - (c) refusing the student access to a residence facility for as long as the violation of rules continues;
 - (d) reporting the matter to the Head of Residences;
 - (e) billing the resident/group of residents for damages suffered or loss incurred by fellow residents or WCCN;
 - (f) removal of appliances/instruments;
 - (g) suspension from specific residence activities or an office or capacity for a specific period;
- In addition to the actions available for the Residence Manager, the Head of Residences may include one or more of the following sanctions:
- (i) community service not exceeding 100 hours;
 - (ii) refusal of readmission to the residence;
 - (iii) dismissal from an office or capacity as specified;
 - (iv) awarding compensation for any damage to premises of WCCN or its property or the property of any person associated with WCCN, not exceeding a sum of R500-00;
 - (v) In consultation with the Head of Campus suspend a resident student from his/her residence pending an investigation and outcome of a disciplinary process;
 - (vi) take any other appropriate and justifiable disciplinary action

SCHEDULE B

S3. GRIEVANCE PROCEDURES

3.1 OBJECTIVES AND PRINCIPLES

- 3.1.1 The purpose of this grievance procedure is to ensure that complaints from students of WCCN or any other person or body against the authorities of WCCN are resolved speedily and as close to the source as possible, and to establish effective upward communication channels
- 3.1.2 The aim is that grievances must be dealt with and resolved at the lowest possible level of communication within a reasonable period of time

- 3.1.3. The principle behind a grievance procedure is that the aggrieved student or person or body should be able to lodge the grievance without fear of victimization.
- 3.1.4. The responsibility lies with WCCN Management to ensure that the aggrieved party is satisfied with the manner in which the grievance is resolved.
- 3.1.5. The aggrieved person or body who has a grievance or complaint against the authorities of WCCN may lodge the grievance in the procedures set out herein below.

3.2 ACADEMIC RELATED GRIEVANCES

A student or group of students who are not happy about a matter related to academic activities should embark on the following steps:

- 3.2.1 First discuss the matter with the subject lecturer for the relevant instructional offering;
- 3.2.2 If the student/students are not satisfied with the manner in which the subject lecturer resolved the matter or the matter is not resolved, the student/students may submit a grievance in writing to the relevant Head of Department;
- 3.2.3 Should the grievance remain unresolved, the aggrieved may submit it to the Head of College of WCCN concerned with a report from the Head of Department, copying the Head of Campus;
- 3.2.4 The Head of College of WCCN may (if necessary) ask for assistance from the Head of Campus in order to investigate and assist in resolving the matter;
- 3.2.5 If the aggrieved is/are still not satisfied with the resolution, he/she/they may submit the grievance to the Deputy Head of College: Academic or the Head of College;
- 3.2.6 The Deputy Head of College: Academic or Head of College will (if necessary) refer the matter to the Head of Campus for further investigation and/or resolve the grievance;
- 3.2.7 If the grievance is still not resolved to the satisfaction of the aggrieved, the aggrieved may further appeal to College Council through the HOD Student matters, and the College Council is the highest level of authority whose decision is final.

3.3 STUDENT MATTERS RELATED GRIEVANCES

In the case of a non-academic related matter a student/students in a WCCN residence who have a complaint may embark on the following steps:

- 3.3.1 First discuss the matter with Residence Manager concerned who will try and resolve it;
- 3.3.2 Should the matter remain unresolved at this level the complaint/grievance may be submitted in writing to the Head of Department: Residences;
- 3.3.3 If the grievance still remains unresolved, the aggrieved may submit the grievance to the Head of Campus, copying the Head of Campus. In consultation with the Head of Campus (if necessary) the Head of College of Student will try and resolve the grievance;
- 3.3.4 If still unresolved the aggrieved may embark on steps 5, 6 and 7 of the Academic Related Grievances above.
- 3.3.5 In the case of a non-resident student or any other person or body the complaint will be reported to the Head of Campus which may in consultation with the Head of College of Student (if necessary) try and resolve it;
- 3.3.6 If the grievance is not resolved to the satisfaction of the aggrieved, the latter may follow steps 5, 6 and 7 of the Academic Related Grievances above.

DISCIPLINARY PROCEDURES

STEP 1: COMPLAINANT

When the matter is reported the following procedures should be followed:

If reported to CPS:

- (a) Student should give a verbal account of the incident.
- (b) Should the student want to lay a complaint, he/ she will be provided with a Complaint Form, which should be filled in.
- (c) CPS Official will now enter the incident into OB/ Chase Programme.

NB: The Investigating Officer collects the Complaint Form from CPS and hands it over to the Head of Campus Assistant, to be recorded in the incident Record Book.

If the matter is reported to the Head of Campus:

- (a) Student should give verbal account of the incident.
- (b) Should the student want to lay a complaint, he/ she will be provided with a Complaint Form, which should be filled in.
- (c) All Complaint Forms will be handed to the Head of Campus Assistant, who will enter the incident into the Incident Record Book/ Chase Programme.

(d) The Head of Campus Assistant will forward the Compliant Form to the Investigating Officer.

STEP 2: INVESTIGATING OFFICER

- (a) Analyses the Complaint Form and searches for email address (student number/ s) of accused and witnesses on the OPA system;
- (b) Contacts the witnesses and the accused through email, and if urgent then through cell phone or sms system; (c) Sets up appointments with witnesses and accused to submit statements regarding the incident;
- (d) Collects documentary evidence or any other additional evidence;
- (e) Compiles Case Docket and Investigation Report and submits to JO.
- (f) Informs accused to come to Head of Campus to respond to the complaint (accused may write the response);

STEP 3: INQUIRY PROCESS:

This is a process provided for by Student Rules and Code of Conduct Rules 2.2.4 and 2.2.5

Rule 2.2.4:

The Head of Campus will within seven days of the alleged misconduct reported to the office by either CPS or the complainant, or such time as is reasonable under the circumstances, with the assistance of Investigating Officers investigate the allegation, interview the complainant, defendant/ suspect as well as witnesses, collect further written statements (if necessary) and conduct a disciplinary inquiry involving all parties concerned in the alleged misconduct in an attempt to resolve the matter;

Rule 2.2.5:

Should the matter be resolved, the Head of Campus shall take note of the aforesaid disciplinary proceedings and enforce the outcome.

ASSISTANT TO THE HEAD OF CAMPUS

- (a) Completes the Inquiry Form and attaches it to the Case Docket;
- (b) Sets up an Inquiry
- (c) Informs the complainant, witnesses and accused of the convenient date and time for the Inquiry through email, and if urgent, through cell phone or sms system.

HEAD OF CAMPUS

- (a) The Head of Campus chairs the process:
 - asks the complainant to state his/her complaint in the presence of the accused;
 - after listening to the complainant - ask the witnesses to give their testimony;
 - accused responds in defence or admission, with his/her witnesses corroborating his/her defence;
- (b) if there are facts in dispute the Head of Campus will:
 - note those disputes
 - resolve the matter and make a ruling as to disciplinary measure or
 - proceed to 2.2.6 where formal charges will be drafted(see charge sheet)

Rule 2.2.6:

If there is serious transgression of Student Rules and Code of Conduct, or the matter cannot be resolved by the Head of Campus, and in the Head of Campus/ Proctor's opinion a case can be made out, or the student refuses to participate in the inquiry, refuses to accept, or appeals against the inquiry outcome, Head of Campus shall formulate charge(s) as disclosed by the evidence, and convene a Student Matters Disciplinary Hearing in which she/ he shall act as proforma prosecutor.

- (c) Records the decision in the INQUIRY FORM

A resolution to an incident reported does not always result in a disciplinary hearing. At times, the parties resolve the matter with the Head of Campus acting as a mediator.

FORMULATING OF CHARGES

Reference is herein made to Student Rules and Code of Conduct to ascertain which of the Rule (s) the student allegedly contravened.

STEP 4: SETTING UP A DISCIPLINARY HEARING

- (a) The Head of Campus Assistant sets up a Disciplinary Hearing;
- (b) In terms of Schedule A, paragraph 1.3 of the Student Rules and Code of Conduct, the Student Matters Disciplinary Committee consists of:
 - i. Head of Campus or nominee; acting as chairperson

- ii. One Academic HOD
 - iii. One HOD from Student Matters
 - iv. LSRC chairperson or nominee
 - v. Head of Campus/ Proctor (acting as pro-forma prosecutor and ex-officio)
 - (c) The JOA compiles a Case File for use at the Disciplinary Hearing;
 - (d) The Charge Sheet, together with the relevant documentation is served on the student (accused).
- NB: It is essential to remember that four members in all disciplinary committees form a quorum.**

STEP 5: DURING THE PROCEEDINGS

- (a) Proceedings are held in terms of Rule 2.4 Schedule A of Code of Conduct;
- (b) Head of Campus tables written representation (if any) from the accused or any points in limine for the Disciplinary Committee to consider before the proceedings commence;
- (c) The proceedings are recorded and the JOA is the scribe;
- (d) Steps to follow in the Hearing are distributed to the Disciplinary Committee;
- (e) Outcome of the Disciplinary Hearing is conveyed in writing by the JOA and the student is advised to collect it from the Head of Campus.

STEP 6: APPEALS

APPEALS ON DISCIPLINARY INQUIRIES:

- (a) If the student is not satisfied with the outcome of the Disciplinary Inquiry, in part or whole he/she may lodge an appeal in writing to the Head of Campus stating the grounds of such appeal;
- (b) This should be done no later than seven (7) days of receipt of the written outcome;
- (c) The Head of College sets up a Disciplinary Hearing, in which case the outcome of the Inquiry will no longer apply.

APPEALS ON DISCIPLINARY HEARINGS

- (a) If the student is not satisfied with the outcome of the Disciplinary Hearing, in part or whole he/she may lodge an appeal in writing to the Head of College, stating the grounds of such appeal (Read 2.6 of Student Rules and Code of Conduct);
- (b) This should be done no later than seven (7) days of receipt of the written outcome;

APPEALS TO COLLEGE COUNCIL

- (a) If the student is not satisfied with the outcome of the Appeal to the Head of College, in part or whole he/she may lodge an appeal in writing to the HOD Student matters (Secretary of College Council), stating the grounds of such appeal (Read 2.6 of Student Rules and Code of Conduct);
- (b) This should be done no later than seven (7) days of receipt of the written outcome from the Head of College.

PROCEDURE OF APPEAL

- (a) As soon as the Head of College receives the letter of appeal he/she informs the Head of Campus so that the transcript is typed out and submitted to him/her with the student's file;
- (b) On receipt of the file the Head of College will study it and respond to the student with regard to the date and time of the appeal hearing, or refuse the appeal with reason(s)
- (c) The Head of Campus compiles the documentation for the Appeal Committee members and the Appellant;
- (d) The Head of College convenes the Appeal Disciplinary Committee i.t.o Schedule A (1.4);
- (e) The Appeal Committee does not hear the case anew (Rule 2.7.5); The proceedings of the appeal are stipulated in Rule 2.7.4;
- (f) The appeal decision is written by the Head of College and the Head of Campus ensures that the appellant receives it;
- (g) In the event of a further appeal, the case is referred to the College Council, the highest decision making body of the Institution through the HOD Student matters.

RIGHTS OF STUDENTS DURING DISCIPLINARY PROCEDURES

1. You have a right to present evidence in your defence.
2. You have a right to be represented by any student or staff member of WCCN. However, if you want to be represented by a person other than a student or staff member of WCCN, you will, in terms of Rule 16.4 of the Student Rules and Code of Conduct, submit written representations no later than 36 hours (thirty-

- six hours) prior to the hearing, to the Head of Campus as to why you should be allowed representation by a person other than those persons designated in Rule 16.3.
3. You have a right to call witnesses to your defence in which case you have to arrange for their presence at the hearing and also inform the Head of Campus of the names of such witnesses prior to the Disciplinary Hearing.
 4. You are further advised to read procedures in preparation for a Disciplinary Hearing in the Student Rules and Code of Conduct, Rule 2.4 in Schedule A, before the Disciplinary Hearing to apprise yourself with the proceedings.
 5. You have a right to an Interpreter; however, you must inform the Head of Campus at least 48 hours prior to the hearing, so that an interpreter can be arranged for you.
 6. Furthermore a penalty of R100.00 may be imposed upon you for contempt of the Student Matters Disciplinary Committee for failure to appear without a valid reason.

LIBRARY RULES AND REGULATIONS

L1 RULES FOR BORROWING MATERIALS

1.1 Issues

- 1.1.1 Books can only be taken out on presentation of a valid student, staff or membership card. No books will be issued on another borrower's card.
- 1.1.2 Books have 3 day and 14 day lending periods. While the majority of the books can be borrowed for 14 days, books that are in high demand can only be borrowed for 3 days. The 3- day loan books may be identified by the pink date slip inside the book, and 14-day loan books by the white date slips inside. The date of return will be stamped on the date slips. It is the responsibility of the borrower to check the due dates and make sure that the books are returned on time. Borrowers will be fined for books that are returned late. The fines are generated by the computerised circulation system and it blocks further loans to the any borrower with fines on their name. Fines must, therefore, be paid immediately at the Circulation Desk.

Borrowers have the following privileges:

- Undergraduates: 6 items for 3, 7 or 14 days
- Post Graduate/Basic Diploma students: 9 items for 3, 7 or 14 days
- Staff: 12 items for 3, 7 or 30 days

1.2 Returns

Books are to be returned at the Circulation Desk. Borrowers must return books on time. Borrowers must not leave their books on the desk unattended and must make sure that the books have been cleared against their name, if not the borrower will be responsible for fines incurred.

1.3 Renewals

Borrowers may renew 14-day loan books issued to them, if someone else has not reserved the book(s). Such renewals of books issues for 14 days may be done twice only. However, 3-day loan books cannot be renewed. Books may be renewed telephonically, see contact information below.

1.4 Reservations

Borrowers can place a reservation on a book that has been issued to another borrower to make sure that they are next in line to borrow a book. These reservations can be placed on the OPAC (the computerized catalogue). When the book is returned, the staff at the Circulation Desk will e-mail the borrower, alternatively the borrower can check-in at the Circulation Desk enquiring if the book has been returned.

1.5 Requesting books from branch libraries

Borrowers may request books from other branches by completing an Inter-Branch request form at the Circulation Desk. When the book arrives the staff at the Desk will e-mail the borrower or the borrower can check in to enquire if the book has arrived.

1.6 Lost materials

If a borrower loses any Library materials, the borrower must declare the loss at the Circulation Desk. The replacement cost of the item(s) will be calculated and the borrower must pay the replacement costs of the lost item(s). A R50 handling fee is charged. This fee is not refundable.

L2 CONDUCT IN THE LIBRARY

2.1 All users must adhere to Copyright Regulations as stipulated in the Copy Rights Act, 98/1978 unless the copyright owner's permission for the reproduction or transmission has been obtained.

2.2 Any user found intentionally damaging, or in possession of library material which has not been properly issued out will be suspended from utilizing all the Libraries of WCCN pending an investigation and appropriate action taken against such user.

2.3 Users who conduct themselves in a manner that is unbecoming in any of the libraries of WCCN will be suspended from utilizing all the libraries of WCCN pending investigation into such conduct and appropriate action taken.

2.4 Prohibited conduct at the Library includes but is not limited to:

- bringing refreshments into a library building or eating
- smoking inside the library building
- causing damage to or mutilating library material, equipment, furniture or tampering with library data or network
- abusive behaviour and harassment towards library staff and fellow users
- continuously triggering library security detection system
- ringing mobile phones
- engaging in group discussions outside demarcated private study/reading areas.

SEXUAL HARASSMENT POLICY

See Annexure A: PROVINCIAL GOVERNMENT WESTERNSCAPE SEXUAL HARASSMENT POLICY



ANNEXURE 1

PROVINCIAL GOVERNMENT WESTERNSCAPE SEXUAL HARASSMENT POLICY

PROVINCIAL GOVERNMENT WESTERN CAPE



SEXUAL HARASSMENT POLICY

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1. PREAMBLE

- 1.1 As a responsible and caring employer, the Provincial Government of the Western Cape (PGWC) condemns and will not tolerate any behaviour which directly and/or indirectly:
 - 1.1.1 Discriminates against any of its employees and/or the general public, and/or
 - 1.1.2 Negatively affects its work environment and/or service delivery functions.
- 1.2 The PGWC has thus developed and implemented, and will continue to review, a policy which will provide a broad framework to sensitise against sexual harassment and manage cases if and when such an unacceptable practice occurs. Further to protect the PGWC against financial claims due to unacceptable behaviour of its employees.
- 1.3 The PGWC remains committed to ensure that all future contracts between departments that constitute PGWC and service providers for the supply of goods and services adhere to the provisions of this policy.

2. POLICY STATEMENT

- 2.1 Sexual harassment in the workplace will not be permitted or condoned under any circumstances. Thus this policy establishes and implements functional systems to enable the facts to emerge immediately and appropriately so that any infringement can be dealt with, through due process, in order to uphold the rights of all involved.
- 2.2 Failure to adhere to the provisions of this policy will be seen in a very serious light.
- 2.3 Sexual harassment in the working environment is a form of unfair discrimination and is prohibited on the grounds of sex and/or gender and/or sexual orientation.

3. LEGAL MANDATE

This transversal policy draws its mandate from the following legislation:

- 3.1 Constitution of the Republic of South Africa, 1996.
- 3.2 Employment Equity Act, 1998.
- 3.3 Labour Relations Act, 1995.
- 3.4 Basic Conditions of Employment Act, 1997.
- 3.5 Public Service Act, 1994.
- 3.6 Public Service Regulations, 2001.
- 3.7 Promotion of Equality and Prevention of Unfair Discrimination Act, 2000.

- 3.8 The Code of Good Practice on the Handling of Sexual Harassment cases in the Workplace
- 3.9 Resolution 1 of 2003 as amended (Disciplinary Code and Procedure for the Public Service)
- 3.10 The Employment of Educators Act, 1998
- 3.11 The Occupational Health and Safety Act, 1993
- 3.12 Code of Conduct for Public Servants.

4. POLICY OBJECTIVES

- 4.1 The objectives of the Transversal Provincial Sexual Harassment Policy are to:
 - 4.1.1 Create an environment which upholds personal integrity and freedom, and is free from any form of sexual harassment.
 - 4.1.2 Protect the rights of all persons employed by the PGWC and/or serve as political office bearers and those who have contact with the PGWC.
 - 4.1.3 Prevent and eliminate sexual harassment in the workplace.
 - 4.1.4 Provide internal procedures for dealing with cases of sexual harassment in the workplace.
 - 4.1.5 Ensure that the PGWC, as Employer, meets its obligations in terms of the Employment Equity Act, Labour Relations Act and the Code of Good Practice, as subsection of the LRA.

5. POLICY PRINCIPLES

- 5.1 All employees and other persons who have dealings/contact with the PGWC have the right to be treated with dignity, equity, respect and humanity.
- 5.2 The PGWC strives to create and maintain an atmosphere of mutual respect among its employees and will take all reasonable steps to discourage, prevent and eliminate any form of sexual harassment.
- 5.3 Persons who have been subjected to sexual harassment in the workplace have a right to lodge a complaint and/or grievance and have their allegations dealt with seriously, speedily, sensitively and confidentially.
- 5.4 Employees who in good faith lodge a complaint of sexual harassment must be protected against victimisation, retaliation for lodging grievances and persons accused of sexual harassment must be protected from false accusations, not only the complainant.

6. POLICY PROVISIONS

- 6.1 Conduct that is perceived to constitute sexual harassment must immediately be brought to the attention of the employer.
- 6.2 In this regard the word "immediately" shall mean as soon as is reasonably possible in the circumstances and without undue delay.

- 6.3 Perpetrators of sexual harassment may be dismissed from the Public Service if:
- 6.3.1 the conduct constituting sexual harassment is of a serious nature;
 - 6.3.2 the conduct continues after warnings were given; and
 - 6.3.3 the perpetrator victimises or retaliates against an employee who in good faith lodges a complaint of sexual harassment.

7. IMPLEMENTATION

7.1 SCOPE OF APPLICATION

The provisions of this policy apply to:

- 7.1.1. All office bearers and employees of the PGWC.
- 7.1.2. All applicants for advertised positions within the PGWC.
- 7.1.3. All suppliers, service providers and contractors of the PGWC, and
- 7.1.4. All clients and other members of the public interacting with the PGWC.
- 7.1.5. Non-employees who may be victims of sexual harassment, if the alleged harassment has taken place in the PGWC workplace or by an employee during the execution of his/her official duties.
- 7.1.6. An employee, who is sexually harassed by a supplier, contractor or other member of the public interacting with the PGWC may lodge a complaint if the alleged harassment has taken place in the workplace or in the course of the employees execution of his/her official duties.

7.2 DEFINITIONS

- 7.2.1. Sexual harassment is unwelcome conduct of a sexual nature that violates the rights of a person. The unwelcome nature of sexual harassment distinguishes it from behaviour that is welcome and mutually acceptable. Such conduct may substantially interfere with an employee's work performance and may create a hostile, offensive, and intimidating environment. In determining whether conduct constitutes sexual harassment the following factors are to be taken into account:
 - 7.2.1.1 whether the harassment is on the prohibited grounds of sex and/or gender and/or sexual orientation;
 - 7.2.1.2 whether the sexual conduct was unwelcome;
 - 7.2.1.3 the nature and extent of the sexual conduct; and
 - 7.2.1.4 the impact of the sexual conduct on the complainant.
- 7.2.2. Sexual attention becomes sexual harassment if:
 - 7.2.2.1 the recipient has made it clear that the behaviour is considered offensive; and/or
 - 7.2.2.2 the perpetrator should have known that the behaviour is regarded as unacceptable, and/or
 - 7.2.2.3 the unwanted behaviour persists, although a single incident of harassment can constitute sexual harassment.

- 7.2.3 It is important to note that the complainant's perception and experience of the alleged conduct/behaviour will largely determine whether the conduct was offensive and unwelcome.

7.3 TYPES AND EXAMPLES OF SEXUAL HARASSMENT

- 7.3.1 Sexual harassment may include unwelcome physical, verbal or non-verbal conduct, and is not limited to the examples listed within this policy.
- 7.3.2 Unwelcome sexual conduct includes behaviour that is perceived by the recipient as demeaning, compromising, threatening and/or offensive and:
- 7.3.2.1 The assessment of what is unwelcome should be informed by context including culture and language.
 - 7.3.2.2 Previous consensual participation in sexual conduct does not mean that the conduct continues to be welcome.
 - 7.3.2.3 When a complainant has difficulty indicating to the alleged perpetrator that the conduct is unwelcome, the complainant may seek the assistance and intervention of another person in order to make it clear that the conduct is unwelcome.
 - 7.3.2.4 Some forms of sexual harassment are such that the alleged perpetrator should have known that the behaviour would be unwelcome.
- 7.3.3. Unwelcome sexual conduct includes physical, verbal and non-verbal conduct. Such conduct may be direct or indirect and may include technological devices, images and weapons. A single incident of unwelcome sexual conduct can constitute sexual harassment.
- 7.3.4. Physical conduct of a sexual nature includes all unwelcome physical contact, ranging from touching to sexual assault and rape, and includes a strip search by or in the presence of the opposite sex.
- 7.3.5. Verbal conduct of sexual nature includes:
- 7.3.5.1 unwelcome innuendos, suggestions and hints, sexual advances, comments with sexual undertones, sex-related jokes, insults or unwelcome graphic comments about any person and/or
 - 7.3.5.2 unwelcome and inappropriate enquiries about a person's sex life, and/or
 - 7.3.5.3 unwelcome whistling or suggestive noises directed at a person or group of persons.
- 7.3.6. Non-verbal conduct of a sexual nature includes unwelcome gestures, leering (suggestive staring), indecent exposure, the unwelcome displays of sexually explicit pictures and objects, and electronic mail, text messages (sms), letters and faxes with a sexual connotation.
- 7.3.7. "Quid pro quo" (also known as power play, sexual bribery or 'this for that') harassment occurs where a supervisor, member of management or co-employee influences or attempts to influence the process of employment, recommendation, promotion, training, discipline, dismissal, salary increment, orders or other benefit of an employee or job applicant in exchange for sexual favours.

- 7.3.8. Sexual favouritism exists where a person who is in a position of authority rewards only those who respond to her/his sexual advances, whilst other deserving employees who do not accept any sexual advances are denied promotions, favourable merit rating or salary increases.
- 7.3.9. Creation of a hostile environment occurs where the purpose or effect of the alleged sexual harassment is to interfere with another's person's work performance.
- 7.3.10. Sexual harassment can occur in relationships of unequal power or amongst peers. It is possible for women to be harassed by men or other women and men to be harassed by women or other men.

7.4 PROCEDURES FOR HANDLING ALLEGATIONS

A procedural guide on the handling of allegations of sexual harassment is attached to this Policy as Annexure A.

8. ROLES, RESPONSIBILITIES AND DUTIES

8.1 THE PREMIER

- 8.1.1 As Executive Head of the PGWC, the Premier will appoint an appropriate official within his/her Office to coordinate and assist the designated Sexual Harassment Contact Officers (SHCOs) with the execution of their assigned roles and responsibilities. The aforesaid official will champion the PGWC's endeavours to rid the work environment of any form of harassment.
- 8.1.2 The Premier, or designated official in the Office of the Premier will schedule regular meetings with SHCOs in order to establish an overview of progress as well as to provide assistance as and when required.
- 8.1.3 The Department of the Premier will communicate this Policy to all of the employees in the PGWC, and will coordinate the training of the SHCOs as and when required.

8.2 HEADS OF DEPARTMENT (HOD'S)

- 8.2.1 While the PGWC Corporate Communications Directorate (CSC) will be responsible for the communication of this Policy to all PGWC employees, HODs must take all reasonable steps to ensure that their employees, clients, service providers and contractors interacting with their departments are informed thereof.
- 8.2.2 Each HOD must designate at least one employee as departmental Sexual Harassment Contact Officer (SHCO), ensure that the designated SHCO(s) attends relevant training interventions and has access to the necessary resources to fulfil his/her assigned functions. Employees may also volunteer to become SHCOs.
- 8.2.3 Based on historic data and trends, it is not envisaged that this responsibility would warrant the creation of any additional posts, rather it may result in additional responsibilities added to the daily tasks of a currently appointed official.
- 8.2.4 HODs must ensure that any reported incidents of sexual harassment are investigated and where warranted, actions are taken in accordance to the Disciplinary Code and Procedures.

8.3. INSTITUTIONAL HEADS, MANAGERS AND SUPERVISORS

Institutional heads, managers and supervisors are expected to familiarize themselves with this Policy and are required to:

- 8.3.1 Create and maintain an environment that will not support or tolerate any form of sexual harassment.
- 8.3.2 Exercise leadership by knowing and understanding the terms of this Policy, and by assuming responsibility for the implementation thereof.
- 8.3.3 Ensure that employees within their area of responsibility are familiar with the Policy and adhere to its provisions.
- 8.3.4 Ensure that every newly appointed employee is made aware of the contents of this Policy.
- 8.3.5 Inform staff that sexual harassment will not be tolerated in the workplace.
- 8.3.6 Ensure that their own behaviour provides a model of conduct in line with the principles of this Policy.
- 8.3.7 Attend training and educational sessions on this Policy and ensure that all persons designated by the Department to deal with sexual harassment, receive training.
- 8.3.8 On advice of the designated SHCO, take appropriate action in accordance with this Policy when instances of sexual harassment are brought to their attention.
- 8.3.9 Treat all alleged incidents as confidential and all concerned with dignity and respect.
- 8.3.10 Provide a supportive environment for the work of the designated SHCOs, including availing them with official time to fulfil their roles and responsibilities, to attend training programmes and to attend to any other activities associated with their functions.
- 8.3.11 After obtaining permission from the complainant, refer complaints to a designated SHCO, with due consideration of gender sensitive issues.
- 8.3.12 Take appropriate action on any complaints of victimisation that may follow a complaint of sexual harassment.
- 8.3.13 Where necessary, refer victim(s) of sexual harassment for counselling via Employee Assistance Programme.
- 8.3.14 When conduct in breach of this Policy is observed but no complaint is lodged, report the matter to a designated SHCO for further informal investigation and counselling.
- 8.3.15 In instances where she/he observes, or is informed of conduct that could constitute sexual harassment occurring within his/her area of responsibility, advise the person(s) involved that the behaviour could give offence and that the behaviour should cease with immediate effect.
- 8.3.16 Bring this Policy to the attention of all clients, the public, contractors, service providers, consultants, tenderers, etc.

8.4. DESIGNATED SEXUAL HARASSMENT CONTACT OFFICERS

The designated SHCOs shall:

- 8.4.1 Where required, refer victims of sexual harassment for counselling, assistance and advice through the Employee Assistance Programme.
- 8.4.2 Arrange for complainants to attend counselling and provide complainants with information about counselling services available as well as information on how to access independent counselling services.
- 8.4.3 Investigate complaints of sexual harassment and make recommendations.
- 8.4.4 Assess the risk to the complainant and others in the workplace and make recommendations to the employer as to whether precautionary suspension or transfer of the alleged harasser should be considered.
- 8.4.5 Take all reasonable steps to facilitate the conciliation and resolution of sexual harassment complaints.
- 8.4.6 Perform an educative role in the elimination of sexual harassment.
- 8.4.7 Develop and distribute relevant educative material in the workplace.
- 8.4.8 Arrange and deliver awareness-raising programmes for employees in conjunction with managers and supervisors.
- 8.4.9 Liaise with senior management to ensure that anyone engaged to provide a service for the PGWC is advised of the provisions of this Policy.
- 8.4.10 Maintain records on sexual harassment complaints in the specific institution concerned and on a quarterly basis inform the Office of the Premier, managers and supervisors of the incidence of sexual harassment occurring in their area of responsibility.
- 8.4.11 Monitor and review the implementation of this Policy.
- 8.4.12 Advise the complainant that the matter will be dealt with confidentially.
- 8.4.13 Serves in this additional responsibility until there is a need to re-assign the function.

8.5. EMPLOYEES

All employees shall:

- 8.5.1 At all times respect one another and refrain from behaviour which may be perceived as sexual harassment.
- 8.5.2 Immediately and in accordance with this policy, report acts that may constitute sexual harassment.

- 8.5.3 Provide their full support when required to assist with any enquiry regarding conduct which may constitute sexual harassment.
- 8.5.4 At all times be discreet and observe the conditions of this Policy relating to confidentiality around any investigation pertaining to an allegation of sexual harassment.
- 8.5.5 Not under any circumstances, purposefully falsely accuse any colleague, supervisor, and/or any other person, mentioned within this Policy of alleged conduct which may constitute sexual harassment.
- 8.5.6 Refrain from committing acts of sexual harassment.
- 8.5.7 Play a role in contributing towards creating and maintaining a working environment in which sexual harassment is unacceptable.

9. COMMUNICATION

- 9.1 The PGWC shall take all reasonable steps to communicate this Policy to all employees, and third parties on a regular basis and to raise awareness about the need to prevent sexual harassment.
- 9.2 The Office of the Premier, through Corporate Services Centre in the Department of the Premier shall ensure that 9.1 above occurs.
- 9.3 HODs are required to:
 - 9.3.1 communicate regularly by written and oral means, the seriousness of the issue and the existence of this Policy and its salient features to employees within their departments and to third parties interacting with their departments maintaining confidentiality in the process, and
 - 9.3.2 communicate regularly with all other managers and supervisors in their Departments concerning their responsibilities regarding the implementation of this Policy.
- 9.4 The Corporate Services Centre shall:
 - 9.4.1 Provide the Directorate: Corporate Communication with information that will enable the PGWC workforce, suppliers and clients to be informed regularly about the implementation of this Policy.
 - 9.4.2 Report annually to the Office of the Premier about the effectiveness of communication of this Policy.

10. VICTIMISATION AND/OR RETALIATION

Victimisation of- and/or retaliation against an employee, who in good faith, reports an alleged incident of sexual harassment and/or assists or participates in a proceeding, investigation or hearing relating to a

complaint of sexual harassment, shall constitute a violation of the provisions of this Policy and could lead to the institution of disciplinary proceedings.

11. GOOD FAITH / FALSE REPORT

An employee who reports alleged sexual harassment or provides information during the investigation of a complaint is presumed to have participated in the investigation in "good faith". It is a violation of this Policy for an employee or persons to knowingly make a false sexual harassment complaint or knowingly provide false information during the investigation of a complaint. Such malicious actions are subject to the provisions in the Disciplinary Code and Procedures of the Public Service/ Disciplinary Code of Educators.

12. LEGAL / DISCIPLINARY CONSEQUENCES OF SEXUAL HARASSMENT

12.1 Persons found guilty of sexual harassment may be issued with the following sanctions as contained in the Disciplinary Code and Procedure for Public Servants and that of Educators:

12.1.1 counselling;

12.1.2 Verbal warning;

12.1.3 a written warning valid for six months;

12.1.4 a final written warning valid for six months;

12.1.5 suspension without pay, for no longer than three months;

12.1.6 demotion;

12.1.7 dismissal.

12.2 If an employee is demoted, she/he may only, after a year, apply for promotion to a higher advertised post without prejudice

13 DISPUTE PROCEDURE

13.1 Public Service Personnel

Should a complaint of alleged sexual harassment not be satisfactorily resolved by the internal procedures either party may within 6 months of the dispute having arisen refer the dispute for conciliation to the Commission for Conciliation, Mediation and Arbitration or relevant Sectoral Bargaining Council in terms of the relevant dispute resolution procedures.

13.2 Educators

To be dealt with in terms of part 4 of Dispute Organisational Rights: General of the Education Labour Relations Council constitution.

14 CONFIDENTIALITY

- 14.1 Employers and employees must as far as possible ensure that complaints/grievances about sexual harassment are investigated and handled in a manner which ensures that the identities of the persons involved are kept confidential.
- 14.2 During informal disciplinary discussions, only relevant members of management as well as the aggrieved person, representative, alleged perpetrator, witnesses and interpreter may be present at disciplinary hearing
- 14.3 The PGWC is required to disclose to either party or to their representative such information as may be reasonably necessary to enable the parties to prepare for any proceedings in terms of this Policy.

15. NON COMPLIANCE

Non-compliance with the provisions of this Policy shall be dealt with in terms of the Disciplinary code of the Public Service; the Educator's Disciplinary Procedures and in terms of the provisions provided for in Section 12 of this Policy.

16. DATE OF IMPLEMENTATION

This Policy replaces the Sexual Harassment Policy of the PGWC as adopted by the Provincial Bargaining Council Western Cape on 01 December 1999. The revised policy was adopted on.....2011 and will be implemented with immediate effect.

ANNEXURE A

PROCEDURES FOR HANDLING ALLEGATIONS OF SEXUAL HARASSMENT

1 STAGES TO ADDRESS COMPLAINTS OF SEXUAL HARASSMENT

- (a) Employees elect either an informal or formal procedure to address the complaint.
- (b) A sexually harassed employee has a right to institute separate criminal and/or civil proceedings against the alleged perpetrator. His/her legal rights are in no way limited by this Policy.
- (c) An employee who is a victim of alleged sexual harassment by a fellow employee may lodge a complaint with his/her direct supervisor, SHCO or head of department if the alleged conduct has occurred in the workplace or in the course of the harasser's employment in which instance the disciplinary procedure, as provided for within the Policy, shall be applied.
- (d) The informal procedure is appropriate for less serious cases of sexual harassment. Serious cases of sexual harassment, for example rape, sexual assault or other criminal conduct of a sexual nature, should be dealt with in terms of the formal procedure subject to section 2.2 below. Where warranted, precautionary suspension of the alleged perpetrator should be considered to protect the complainant, witnesses and/or evidence relating to the complaint.
- (e) A non-employee who is a victim of alleged sexual harassment may lodge a complaint with the relevant SHCO or head of department if the alleged conduct has occurred in the workplace or in the course of the harasser's employment in which instance the disciplinary procedure, as provided for within the Policy, shall be applied.
- (f) An employee, who alleges that she/he has been sexually harassed by a supplier, contractor or other member of the public interacting with the PGWC, may lodge a complaint with his/her direct supervisor, SHCO or head of department if the alleged conduct has taken place in the workplace or in the course of the harasser's employment in which instance the relevant HOD will request the alleged harasser's employer to take appropriate action. Such action may include not allowing the alleged perpetrator onto PGWC's premises until such time as an investigation has been concluded and the relevant HOD and SHCO has been informed of the outcome.

2 STEPS TO FOLLOW WHEN SEXUALLY HARASSED

2.1 THE INFORMAL APPROACH

- (a) As soon as an alleged incident of sexual harassment has been verbally brought to the attention of a SHCO, the said SHCO shall inform the complainant about his/her rights and options, including the complainant's option of following an informal process to resolve the said complaint.
- (b) Should the complainant wish to resolve the complaint in an informal manner, he/she shall in writing, request the SHCO to; as soon as possible arrange a meeting with the alleged harasser.
- (c) At the meeting, at which the SHCO will be present, the complainant will be given the opportunity to explain to the alleged harasser that his/her conduct is unwelcome, that he/she feels offended and/or

that he/she is uncomfortable with it and that he/she wants the alleged harasser to refrain from the unwelcome conduct.

- (d) At the aforesaid meeting the proceedings shall be minuted by the SHCO and kept on record by the SHCO. These minutes may be used at a later stage to indicate that despite following an informal process, the unwelcome conduct persisted.
- (e) During the above discussion, it may be agreed that he designated SHCO could refer the perpetrator for counselling through the EAP, with regard to his/her unwelcome conduct.

2.2 THE FORMAL APPROACH/ PROCEDURE

The formal procedure must be implemented in any of the following instances:

- (a) Where the alleged sexual harassment is of a serious nature.
- (b) The informal procedure has already been applied without success and the harassment continues after the informal procedure had been followed.
- (c) Where the complainant has chosen to follow a formal route, and/or
- (d) Where the alleged perpetrator has elected not to participate in the informal process.

2.2.1 In order to institute the formal procedure:

- (a) The complainant (when required with the assistance of the SHCO) must, in writing, lodge a formal complaint to his/her supervisor or institutional head, and/or the SHCO. In the case where the SHCO or supervisor is the alleged perpetrator, the complaint should be lodged with a manager at least one level higher than the perpetrator who will make alternative arrangements to investigate the complaint.
- (b) In cases where the complainant is unwilling to proceed with the formal process and the SHCO is of the opinion that it is in the interest of the employer to continue with such formal disciplinary process, the SHCO shall motivate his/her observations and findings in writing to the institutional head. Such motivation shall include:
 - i) a description of the alleged sexual harassment or assault,
 - ii) the complainants reasons for his/her unwillingness to pursue the matter further or to be called as a witness, and
 - iii) compelling reasons in support of a formal procedure, including risks to other individuals.

2.2.2 Upon receipt of a formal complaint, the Supervisor or Institutional Head shall follow the Disciplinary Code and Procedures for the Public Service, if she/he is satisfied that it is in the interest of the employer to do so.


Factors which may be considered by the Institutional Head include:

- (a) Risk to other employees and/or individuals, interacting with the PGWC, and/or
- (b) The severity of the sexual harassment, and/or




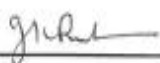
- (c) The history of the alleged perpetrator with regard to previous cases and complaints of sexual harassment.
- 2.3 Where a complainant has lodged a formal or informal complaint directly with the institutional head or a supervisor or manager, the complaint should be referred to the SHCO for further handling.
 - 2.4 The SHCO should follow up on all complainants to ensure that complainants feel supported in the workplace and that the Employer has done all that was reasonably practicable to eliminate the harassment from the workplace.
 - 2.5 The timeframe for the finalisation of the investigation shall be within three months from the date which the complaint was lodged unless exceptional circumstances dictate otherwise.
- 3. EDUCATION AND TRAINING**
- 3.1 A continuous process of education and training is necessary to ensure that employees and third parties are aware of the contents of this Policy and are able, as appropriate, translate it, implement and to prevent sexual harassment.
 - 3.2 After approval of this Policy HOD's must ensure that the responsibilities of the SHCO are assigned to competent and dedicated officials, and that the names of designated officials are provided to the Office of the Premier for purposes of coordination. The Provincial Training Institute will source/provide relevant training to SHCOs as soon as possible after they have been identified.

THIS DONE AND SIGNED AT CAPE TOWN ON THE DATE INDICATED BELOW.

ON BEHALF OF THE EMPLOYER PARTY

	NAME	SGNATURE	DATE
PGWC AS EMPLOYER	R.C. Mohamed		2011-05-20

ON BEHALF OF THE TRADE UNION PARTIES

TRADE UNION	NAME	SIGNATURE	DATE
DENOSA			
HOSPERSA/NUPSAW			
NAPTOSA	R. AHMED		20 MAY 2011
NEHAWU	S. Wildschut		20 May 2011
PSA	J. A.B. Kung'u		20 May 2011
SADTU	J. K. Rustin		20 May 2011

Addendum 11

Doc. Number	WCCN/2018/18
Date Issued	2018/01/23
Revision	

STUDENT ACADEMIC SUPPORT

PREAMBLE

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

This policy is to be applied from adoption hereof.

All Change requests should be submitted to the College Senate.

1. COPE

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

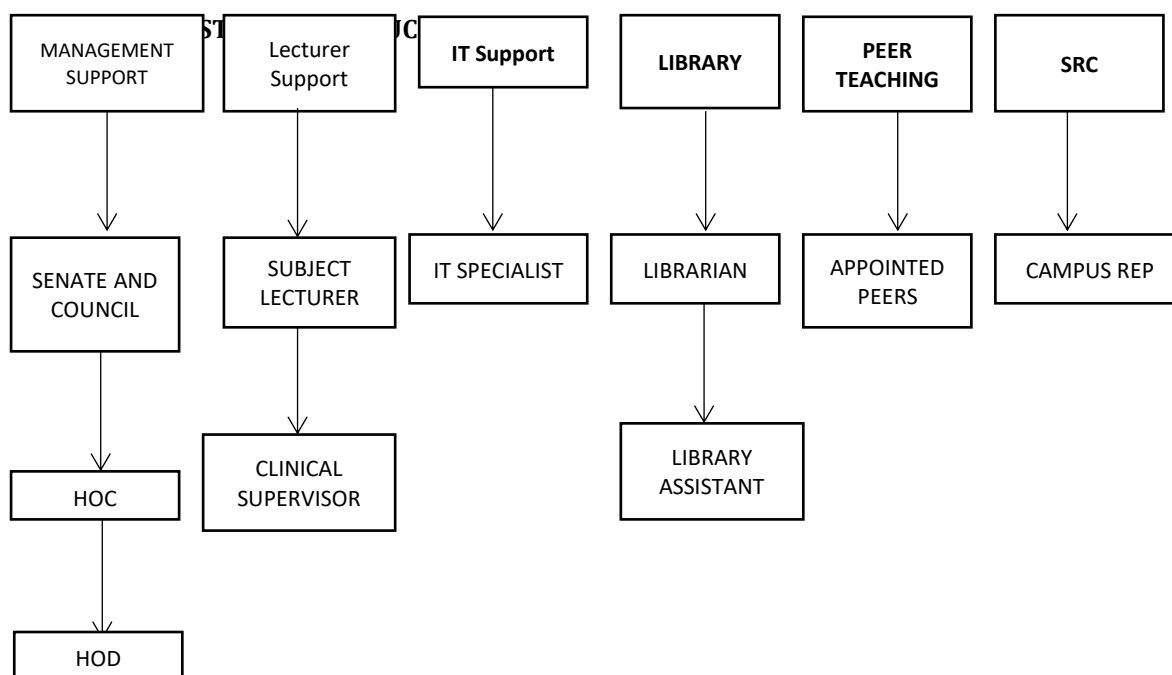
Admission Policy

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)



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 [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 [18 January 2018]

Addendum 12

Doc. Number	WCCN/2018/19
Date Issued	2018/01/23
Revision	

Student Pregnancy Policy

All Change requests should be submitted to the College Senate

11. Preamble

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

12. PURPOSE

The purpose of this document is to describe the policy implemented to ensure safety and security of students and lecturing staff with regards to pregnant students.

13. SCOPE

This policy is concerned with the standardization of the management of pregnant students in the College and Health services. This Policy is part of the Quality Assurance system of the Western Cape College of Nursing.

14. REFERENCES

Code of Conduct PGWC
Basic conditions of employment
WCCN Year book

15. DEFINITIONS

High risk pregnancy: This is defined as a situation during pregnancy where the health and life of the pregnant women and/or her foetus is at risk.

16. POLICY Pregnant students

16.1 This policy is further concerned with ensuring safety of the pregnant students, lecturing staff and the clinical services.

16.2 The requirements in this policy are met when there is evidence:

- That the student has informed the HOD of her pregnancy, due date and gestation.
- If the HOD has reasonable reason to suspects that a student might be pregnant

- Pregnant students must submit proof of the expected date of delivery and gestation by means of a medical certificate by a registered midwife or practicing obstetrician or medical practitioner.
- Pregnant students must vacate the residence at 32 weeks of gestation as per WCCN residential rules.
- Pregnant students will temporarily discontinue both the theoretical and clinical components of the programmes for the purpose of maternity leave, at 36 weeks of gestation, to ensure the safety of the lecturer, clinical service and the pregnant student and her foetus.
- Pregnant students are entitled to 6 (six) weeks maternity leave after delivery to allow for her body to return to a non-gravid state, and further to promote bonding between mother and child.
- Students wishing to return to the academic program sooner than 6 (six) weeks post partum, must submit a medical certificate by a registered obstetrician/general practitioner declaring them fit for work.
- Pregnant students with a high risk pregnancy will immediately defer their academic programme until they can submit a medical certificate from a registered obstetrician declaring them fit for return to the programme.

7. Policy Procedures and Principles

7.1 WCCN's responsibilities

7.1.1 WCCN will take all reasonable precautions to safeguard a pregnant student, but will not be held liable for any problems arising with pregnancy.

7.1.2 If a staff members suspect that a student is pregnant he/she shall have a discussion with the student

7.1.3 Where the student denies that she is pregnant the following steps can be taken.

- The HOD will officially refer the student to the student health centre or a medical practitioner.
- The medical practitioner will examine the student
- The student will provide the HOD with proof from a medical practitioner that the student is either pregnant or not.
- Further action shall be taken by the HOD depending on the findings by a medical practitioner

7.1.4 Where the student confirms that she is pregnant, the staff member must refer the student to the relevant support structures (student counselling and the necessary Health Clinic)

7.1.5 A pregnant student must stop attending lectures and vacate the residence at 32 weeks of pregnancy i.e. eight (8) weeks before the expected date of delivery. A pregnant student must stop attending lectures at 36 weeks of pregnancy i.e. four (4) weeks before the expected date of delivery. In the case of a high risk pregnancy the student must vacate the residence immediately when diagnosed with a high risk pregnancy as the residence is not equipped to deal with deliveries.

7.1.6 In the case of a student living in the residence, the residence staff member concerned, together with the student wellness officer shall council the student to disclose the pregnancy to the

- next of kin and/or the father of the child and encourage the father of the child to play a role in supporting the pregnant student (applicable if the father is a WCCN student)
- 7.1.7 Depending on the time of year in which the evacuations of the residences occur, the student may come back to the residence after the birth of her child. Arrangements for going back into the residence must be made via the residence coordinator.
- 7.1.8 The baby cannot be accommodated in the residence and the student needs to make alternate arrangements in this regard.
- 7.1.9 In case of WIL, the student and the clinical placement coordinator/head of programme must discuss the implications of the pregnancy on the placement, with the student.
- 7.1.10 The WCCN staff immediate responsible for specific activities e.g. Lecturers, Clinical educators and the HOD may refuse to allow a pregnant student to be actively involved in any activity where there is a potential of a health risk such as radiation exposure in X-rays, where the aggressive patient is managed or where the student will be exposed to infectious diseases.
- 7.1.11 Exceptions will only be granted if a medical practitioner or registered midwife certifies the student fit to do so.

7.2 Student's responsibilities

- 7.2.1 The student is advised to report her pregnancy to the responsible person such as the HOD for the particular subject/course as soon as she establishes her condition. Failure to do this will absolve WCCN and PGWC from liability
- 7.2.2 A student on WIL must report her pregnancy to the clinical/placement coordinator for the particular subject as well as the clinical liaison officer of the facility where the student is placed for WIL
- 7.2.3 A residence student must report her pregnancy to the residence coordinator and Academic HOD
- 7.2.4 All other non-residence students must report their pregnancy to the Academic HOD of the particular year/level
- 7.2.5 It is recognised that the pregnant student has rights. The responsibility for decisions concerning her condition and health will be based on a physician's assessment of her particular circumstances
- 7.2.6 Students are responsible to catch up on work missed due to their pregnancy

7.3 Procedure

In the event of a pregnancy, the following steps must be followed:

- 7.3.1. The student must report the pregnancy to the relevant staff member/HOD.
- 7.3.2. The staff member must complete an (incident) report form and file the form with the student's records. The purpose of the report form would be to make sure that all practical steps are taken for:
- 7.3.2.1. WCCN staff is to be informed of the student's pregnancy and condition when considering placement in residence or WIL
- 7.3.2.2. The students to be informed of the implications of the pregnancy on her studies by the relevant authority as stated in section 7.1.2.

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Date Issued	2018/06/04
Revision	

Student transport policy

All Change requests should be submitted to the College Senate

4. SCOPE

This Policy applies to all undergraduate programs of the WCCN. The policy has been formulated to ensure that the requirements and instructions for the invigilation of all WCCN assessments are adhered to.

5. THE PURPOSE OF THIS POLICY

This document ensures that all students have the correct information regarding the provision of transport, times and collection points for transport to and from the service platform

3. REFERENCES

Palmers College; student transport policy. <https://www.seevic-college.ac.uk/media/1460955/Student-Transport-Policy.pdf> [Accessed online 4 June 2018]

Duff-Riddell, W.R., Robertson, E.]> and De Wet, G. 2006. *The UCT student and transport system: A case study*.

<https://repository.up.ac.za/bitstream/handle/2263/6051/023.pdf?sequence=1&isAllowed=y> [Accessed online 4 June 2018]

4. POLICIES & GUIDELINES

- WCCN Student Academic Rules and Regulations
- Department of Health Placement Policy
- Department of Health Code of Conduct
- Work Integrated Learning Policy

6 PRINCIPLES WHICH THIS POLICY STRIVES TO UPHOLD

- Credibility
- Transparency
- Universal applicability
- Fairness

7. POLICY GUIDING PRINCIPLES

- e) Students utilising the transport as provided are required to adhere to the WCCN student code of conduct and the Provincial Government Code of Conduct whilst making use of the transport service.
- f) Transport is not provided for Post Basic and Post Graduate Students or Staff
- g) Only undergraduate students registered with the WCCN are allowed to make use of the transport service as per contract between WCCN and the allocated service provider.
- h) Staff members may not transport any students as this is not covered by in terms of student indemnity.
- i) Lecturing staff are responsible to book trips for off-site visits in the beginning of the academic year

8. GENERAL

- l) Students will be provided with the necessary transport pass in the form of their student card.
- m) No students are allowed to make contact with the transport officer to make alternative arrangements for the transport to collect them at any time other than the scheduled collection times
- n) Students making arrangements with bus drivers to collect them outside the official collection times will be billed for ad hoc transport requests
- o) No transport will be allowed for the make-up of deficit hours.
- p) The service provider of transport must ensure that all vehicles are roadworthy and that the drivers of such vehicles are in possession of a valid driver's license and PDP certificate.

9. TRANSPORT ARRANGEMENTS AND BOOKINGS

- g) Transport plan per Campus to be submitted in the beginning of the Academic year
- h) The dedicated WCCN transport officer per Campus is the only person allowed to make bookings for transport via the Service Provider.
- i) This dedicated officers is the only persons delegated and duly authorised to make any transport arrangements.
- j) Clinical placement officers/Lecturers will submit the clinical placements to the transport officer to make the necessary transport arrangements at least four (4) weeks prior to the commencement of placements.
- k) Placement and transport requirements must be made available to the transport officer and the Head of College during January of every academic year to allow for timeous budgeting for transport
- l) The transport officer will book transport on a weekly basis

9.1 Responsibility of students

- d) Be ready at the collection point half an hour before the collection by transport officers in the mornings
- e) The Transport officer will not wait for any students at the pick-up points
- f) Colleagues must ensure that no students are left behind in the services after the completion of their placement for the day
- g) Students must inform his/her colleagues if they were released from duty and are not going to make use of the transport collecting students in the afternoons to prevent the bus-driver from waiting for student sin advances
- h) Students will inform the transport officer if they retire on ill health before the shift for the day is completed so that arrangements can be made via the transport officer that the public transport officer employed by the WCCN may collect such a student
- i) The transport officer will inform the student transport service provider that the particular student will not make use of the transport at the end of the shift. To prevent the bus driver from waiting for an absent student whose name is on the list for transport

9.3 Responsibility of the bus driver

- d) Ensure roll call is done in the mornings and evenings to ensure that the correct students are on the bus
- e) Do not allow student's who's names are not on the list for the trip to embark the bus
- f) Do not accept any requests or instructions from students
- g) If students issue instructions or try to intimidate the bus driver, the bus driver must bring this to the attention of the transport officer at WCCN so that corrective action can be implemented

9.3 Ad Hoc transport

- a) Ad hoc transport may only be approved with a written confirmation from the Head of College
- b) Ad Hoc transport includes any transport not catered for such (not limited to) as the event of student funerals, sport functions not covered under the budget of the SRC, social functions or the attendance of courses.

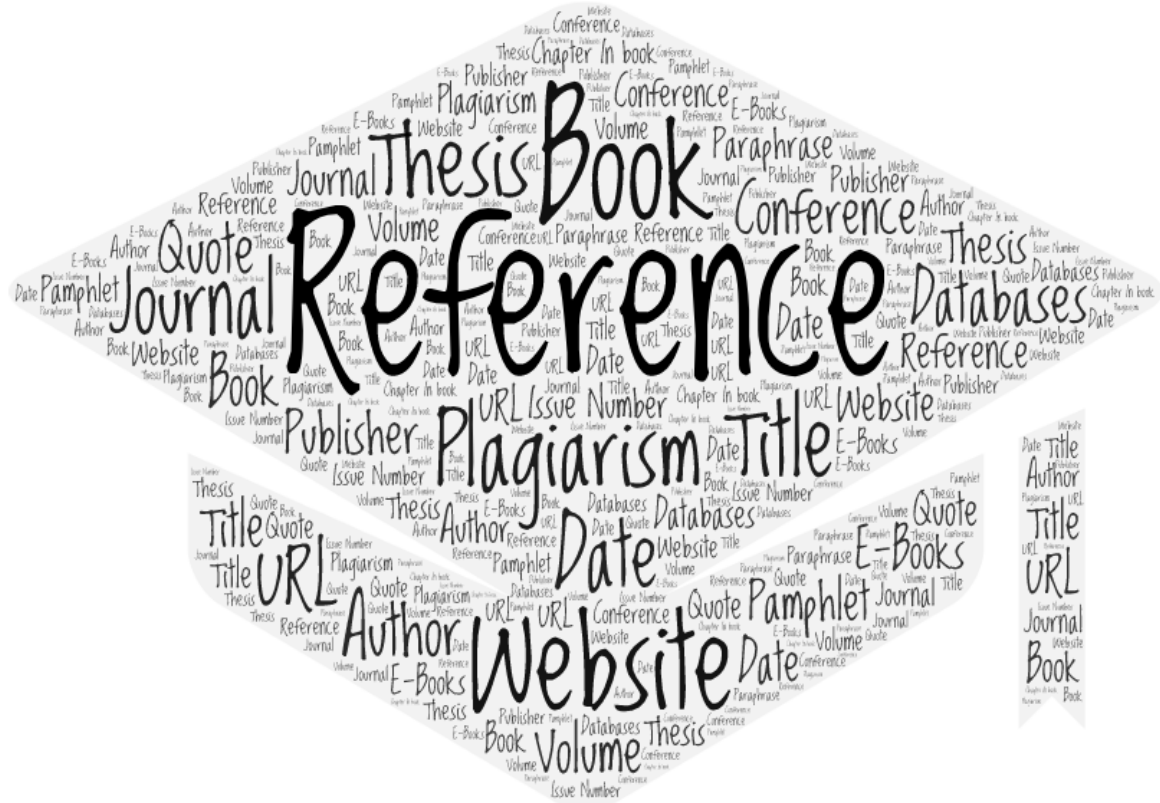
Doc. Number	WCCN/2018/21
Date Issued	2018/05/26
Revision	00-01

REFERENCE TECHNIQUE GUIDE

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 and will only deal with the exam cycle, immediately prior to ratification of this policy.



The aim of this document is to provide a guideline on referencing and citing from various information resources specifically for the nursing programme at WCCN. There are many wonderful institutional guidelines available and many version of Harvard referencing, but they do not necessarily cater to the requirements of our nursing students. For example many are outdated (CPUT's have no Blog entries) whilst others don't provide guidance for referencing medical inserts. We found that students struggle to understand the current institutional referencing guideline and this proposal aims to explain concepts and identify the requirements for the key elements that should be included when citing. In addition examples of a variety of information resources are provided.

WCCN's Author – Date referencing style is based on the Harvard Referencing style with suggestions and additions guided by information from the following sources:

De Jager, K. & Steele, D. 2016. *UCT author- date reference guide: based on Harvard referencing style*. Cape Town: UCT.

Smit, R. 2017. *Reference techniques: Harvard style*. 4th ed. Johannesburg: UJ.

Van Aswegen, L. 2010. *CPUT Harvard for beginners*. Cape Town: CPUT.

1. INTRODUCTION

A key feature of academic writing is to acknowledge authors and creators of works by citing and referencing all sources used. The guideline therefore aims to equip learners with essential referencing skills.

Referencing Skills

So when must you reference? You must reference when you are using words or ideas from:

- books and journal articles
- newspapers and magazines
- pamphlets or brochures
- films, documentaries, television programs or advertisements
- websites or electronic resources
- letters, emails, online discussion forums
- personal interviews
- lecturers or tutors (not always necessary, but check with your lecturer or tutor)
- reprint any diagrams, illustrations, charts or pictures

Referencing skills allows learners to:

- Present and acknowledge information from a variety of sources
- Avoid plagiarising
- Show evidence of the research process

What is Plagiarism?

Plagiarism is using someone else's work without giving them credit and saying that it is your own work.

There are serious consequences to plagiarism, please refer to your subject guide/ WIL portfolio/Programme guide for more information. Avoid plagiarism by following the strategies below and acknowledging your sources of information. Strategies to avoid plagiarism are:

- **Quoting:** when you copy directly from a text- word for word. Quotes should be enclosed in "quotation marks".
- **Paraphrasing:** Put the ideas of another author into your own words , Do not include too many words from the original text
- Reword, rephrase, express in other words
- **Summarizing:** Abridge, condense, outline, put in a nutshell

In-text references/Citations

A citation refers to an information source, such as a book, article, website, etc., that is used in the body of your assignment. It should include all the bibliographic details needed to trace the source. Even when you quote, paraphrase and summarise, always acknowledge where you obtained your information.

Examples of In-text references/Citations

“It is important that your reader knows when you are borrowing someone else’s exact words. Otherwise, you may be accused of plagiarism, which is a form of theft. If you are found guilty of plagiarism, you will be subject to disciplinary action, which may include being expelled from the University” (Svendsen, 2013:1).

Essentials of In-text referencing:

There are three key elements: Author, Date: Page

Page number/s are only included if there are pages for example in a book or journal. Interviews, recording and online resources for example, don’t have page numbers.

In text citation with two authors: When the authors' surnames occur inside of the brackets, connect them with the symbol "&"; but when they occur outside of the brackets, connect them with the word "and".

Example end of sentence

“Staff varied in their opinion with regard to their impact of the environment as a cause of aggression” (Bock & Pienaar, 2013: 109).

Example ambit of sentence

According to Bock and Pienaar (2013:109) “Staff varied in their opinion with regard to their impact of the environment as a cause of aggression”.

Multiple authors (3 -7): When a source has three, four, five or six authors, include all authors the first time the source is cited. Thereafter, the first author's surname and "et al." are used. When a source has **eight or more** authors, the first author's surname and "et al." are used every time the source is cited (including the first time).

Secondary source citation: Always try to find the primary source. If you can’t trace the primary source then use the secondary source.

E.g. According to Pienaar (2013:152), citing Higgs (2003), “African communities in South Africa must participate in, and be responsible for, their own educational development”.

“African communities in South Africa must participate in, and be responsible for, their own educational development” (Higgs, 2003) cited by Pienaar (2013:152).

Citing a paraphrased or bulleted numbered list: Use a citation in a paragraph before the list. For example

Radwin and Alster (2002: 62) highlights the following similarities in their findings:

- knowledge of patients’ experiences
- behaviours, feelings and
- perceptions

Reference list

A reference list is an alphabetical list describing each source that you have used in your assignment. A reference list is more detailed than the citations and contains elements that allow the reader to trace the original book, article, and website that you have consulted.

Why do you need to reference?

- Acknowledge debts to other writers
- Demonstrate the body of knowledge of which your assignment is based
- Enable the reader to locate your sources easily
- Evidence to support the points that you make

Essentials of reference lists

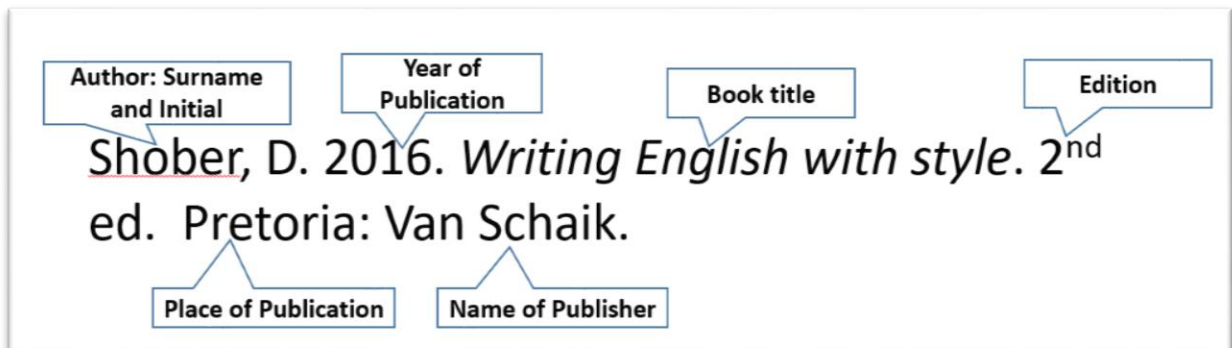
Who: Authors surname/s and initial/s

When: Date of publication.

What: *Title of the book.*

Where: Place of publication and publisher.

Things to keep in mind when referencing books



Author/s: refers to the person/ institution or corporate body who is responsible for the intellectual and artistic content of an information source. For a person it will be Surname, Initials. E.g. Shober, D.

Double names: When a maiden name is kept after marriage and it is written

Kirstie Rendall- Mkosi it will be written as Rendall-Mkosi, K.

But if written Kiristie Rendall Mkosi then it should be written as Mkosi, K. R.

Corporate bodies, organisations, etc.: Full names are written out in the reference list. Use the abbreviated version in the text.

E.g. South African Nursing Council will be used for the reference list, but the SANC will be used in-text.

Date: is Year of publication or Copyright date NOT the re-printed or impressions dates. If there's no date then after the authors, type n.d.

Title of a book: Only the title of the source of information is *italicised*. It must be in sentence case, i.e. only capitalise the first letter of the first word in the title, proper names and places.

E.g. *The Norton anthology of short fiction.*

E.g. *Introduction to health care services in South Africa.*

Sub-Title: Do not capitalize the word after a colon in the title:

E.g. *Sociology: an introduction...*

Edition: the 1st ed. is not mention only editions thereafter.

E.g. 2nd ed. 3rd ed. 4th ed. 5th ed.

Place of publication- Must be the city NOT the country. Usually appears at the bottom of the title page in a book or on the publication page.

E.g. Cape Town

Publisher: Omit '& co' 'Pty Ltd', '& sons' after the name of the publishers.

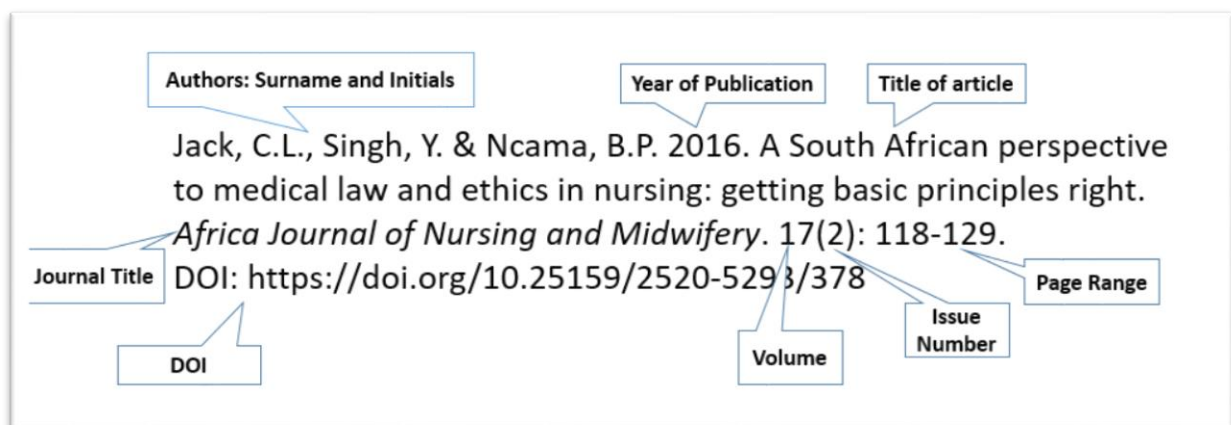
E.g. Juta and Co. Type only Juta.

Two or more sources by the same author(s), in a single year: then assign letter suffixes (a, b, c, d and so forth) to the year when an author has several items that for example

Junco, R. 2012a. The relationship between frequency of Facebook use, participation in Facebook activities, and student engagement. *Computers & education*. 58:162-171.
<http://dx.doi.org/10.1016/j.compedu.2011.08.004>.

Junco, R. 2012b. Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. *Computers in human behaviour*. 28(1): 187-198.
DOI:10.1016/j.chb.2011.08.026.

Things to keep in mind when referencing Journal articles



Title of Journal: is in *Italics*. First letter of each word is capitalised.

E.g. *Africa Journal of Nursing and Midwifery*.

- **“In Press”**- (articles that have been accepted for publication but which have not been formally published and will not yet have the complete volume/issue/page information) Use “in press” after title of journal.
- Do not type the words ‘volume’ and ‘issue number’ in the reference list.
- Add a **DOI** identifier if available, then you don’t have to add database name and URL
DOI- “digital object identifier is a unique alphanumeric string assigned by a registration agency (to identify content and provide a persistent link to its location on the Internet. The publisher assigns a DOI when your article is published and made available electronically.”

Other sources

- **Website:** The URL indicates that it is an online source, so don’t type Available at or Online.

Author: Institution or corporate body

Year Updated

South African Nursing Council. 2018.

Education and training.

Website title

URL

http://www.sanc.co.za/education_and_training.htm. [06 June 2018].

Date you accessed website

- **CDs, DVD, s Pamphlets, Charts:** Enter these in square brackets after the title of the source.
E.g. Sepsis: managing serious disorders. [DVD]. 2007. New York: Blanchard & Loeb.
- **E-Book:** No publisher or place of publication/location is given to e-books.

Resource	Format	Reference List	In text Example
Blog post	Surname, Initial. Year, Month dd. Title of blog entry. Title of blog. URL.	Snijders, T. 2018, May 02. Second month in Cape Town. CASO-caring society. https://www.caringsociety.eu/2018/05/second-month-in-cape-town-south-africa/ .	Snijders (2018) recalls...
Book (1 Author)	Surname, Initials. Year. <i>Title</i> . City: Publisher.	O'Connor, R. 2004. <i>Measuring quality of life in health</i> . Edinburgh: Churchill Livingstone.	According to O'Connor (2004:15), measuring the quality of life is vital.... End of sentence "Measuring the quality of life is essential" (O'Connor, 2004:15).
Book (2 Authors)	Surname, Initials. & Surname, Initials. Year. <i>Title</i> . City: Publisher.	Smith, S.F. & Duel, D.J. 2003. <i>Clinical nursing skills</i> . New Jersey: Pearson.	Smith and Duel(2003:12), states that clinical nursing skills End of sentence Clinical nursing skills are essential... (Smith & Duel, 2003:12).
Book (3 -7 Authors)	Surname, Initial(s). Surname, Initials., Surname, Initials & Surname, Initials. Year. <i>Title</i> . City: Publisher.	Ranade, S., Joshi, S. Vaidya, S. & Kharbanda, P. 2009. <i>Model answers in obstetric nursing</i> . St. Louis: Jaypee.	First time mentioned Ranade, Joshi, Vaidya and Kharbanda (2009:18) "time should be noted soon after delivery". Mentions thereafter Ranade et al., (2009: 20) states that a healthy born baby is born at term.

Book(8 or more)	All Authors. Year. <i>Title</i> . City: Publisher.	Duma, S., de Swardt, R., Khanyile, T., Kyriacos, U., Mtshali, N., Maree, L., Puoane, T. & van den Heever, J. 2008. <i>Fundamentals of nursing: fresh perspectives</i> . Cape Town: Pearson Prentice Hall.	According to Duma et al., (2008: 51) SANA was dissolved with....
Book (Editor/s)	Surname, Initials. (ed).Year. <i>Title</i> . Edition. City: Publisher.	Booyens, S. W. (ed). 2001. <i>Introduction to health services management</i> . 2 nd ed. Cape Town: Juta.	Booyens (2001: 35) states that... End of sentence Poor health service management is often highlighted in the press (Booyens, 2001:65).
Book (Chapter In a Book)	Surname, Initials. Date. Title: subtitle of the chapter. In Surname, Initials. & Surname, Initials. (eds). <i>Title of book</i> . City: Publisher: Page range of chapter.	Aird, T. 2011. Assessment, interpretation & management of impaired cognition. In Woodward, S. & Mestetchy, A. (eds). <i>Neuroscience nursing: evidence based practice</i> . West Sussex: Wiley-Blackwell: 124-139.	According to Aird (2011: 127) impaired cognition can impede on assessments. End of sentence Impaired cognition impedes assessments (Aird, 2011:127).
Book (Corporate Authors, Groups, Companies)	Corporation. Year. <i>Title: subtitle</i> . City: Publisher.	Perinatal Education Programme. 2009. <i>Newborn care: a learning programme for professionals</i> . Cape Town: EBW.	According to PEP (2009: 35) a new learning programmes is now available. End of sentence New learning programmes are now available (PEP, 2009:35)
Conference (Online)	Surname, Initial. Year. Title of paper. <i>Proceedings of the Name of conference</i> . Dates Month year of conference. URL. [dd Month year]	Smith, B. 2016. Social media in libraries. <i>International librarian's conference</i> . 13-17 September 2016. http://www.xxxxxxxx . [20 May 2017].	Smith (2016) depicts....

Conferences (Paper)	Surname, Initial. Year. Title of paper. <i>Proceedings of the Name of conference.</i> Dates Month year. City where conference held. Conference venue. Page range of paper.	Smith, A. 2017. The art of coding. <i>Proceedings of the 7th international conference for coders.</i> 02-06 October 2017. Johannesburg: Tambo Conference Centre. 24-34.	Smith (2017:25) explains...
Court decisions	Name v. Name, Volume Source Page (Court Date).	Ndabeni v Minister of Law and Order 3 SA 500 (1984)	Ndabeni v Minister of Law and Order (1984) ...
Study guide/ Lecturers' notes	Surname, Initials. Year. Title: sub-title. City: Name of Institution.	Hill, L. 2015. Midwifery: first module. Cape Town: Western Cape College of Nursing.	Hill (2015) highlights...
Dictionary (With Author Or Editor)	Same as an (edited) book	Same as an (edited) book	Same as an (edited) book
Dictionary (With out Author Or Editor)	<i>Title.</i> Edition. Year. City: Publisher.	<i>Bailliere's nurses' dictionary for nurses and health care workers.</i> 24 th ed. 2005. Edinburgh: Elsevier.	Bailliere's nurses' dictionary for nurses and health care workers (2005:44) defines...
DVD	Producer. Year. Title. [Format]. City: Distributor.	Cloete, J. 2016. <i>Full bath wash.</i> [DVD], Cape Town: WCCN.	Cloete (2016) depicts...
E- book	Surname, Initial(s). Year. <i>Title.</i> URL/ DOI.	Theron. G.B. (ed). 2012. <i>Intrapartum care; an advanced midwives guide to labour and delivery.</i> https://bettercare.co.za/learn/intrapartum- care/text/0-3-contents.html .	Theron (2012)...
E-Book (From Database)	Surname, Initial(s). Year. <i>Title.</i> [Name of Database]. URL/ DOI.	Lumley, J.S.P. 2008. <i>Surface anatomy: the anatomical basics of clinical examinations.</i> https://www-dawsonera-	Lumley (2008)...

		com.libproxy.cput.ac.za/readonline/9780702047763.	
E-mail	Surname of sender, Initial(s). (Sender's email). Year, Month dd. Subject of message. Email to recipient. (Recipient's email).	Arendse, T. (arendseti@cput.ac.za). 2018, May 20. RE: Referencing guideline. E-mail to Jonker, L. (Jonkerl@cput.ac.za).	Arendse (2018) acknowledges...
Government Gazette	Country. Year. Title. Notice No. of year. <i>Government Gazette</i> . Vol (Issue): page range, Month dd.	South Africa. 1997. White Paper on environmental management policy for South Africa. Notice 1096 of 1997. <i>Government Gazette</i> . 385(18164):1-96, July 28.	South Africa (1997:45) explains...
Government publications: Departments (Printed- Book)	Country. Name of Department. Year. <i>Title</i> . City: Publisher.	South Africa. Department of Health. 2003. <i>National Health Act, no 61 of 2003</i> . Pretoria: Government Printer.	According to South Africa, DOH (2003:20), a health care provider... Or A health care provider... (South Africa, DOH, 2003:20)
Government publications: Departments (Online)	Country. Name of Department. Year. <i>Title</i> . URL. [dd Month Year].	South Africa. Department of Labour Relations. 1989. <i>Labour Relations Amendment Bill</i> . http://www.polity.org.za/article/labour-relations-amendment-bill-b-77d2001-2001-05-10 . [18 May 2018].	South Africa, Department of labour Relations (1989)...
Image/ Table	Surname, Initial(s). Year. Title. URL. [dd Month Year].	Dion, C. 2012. <i>Family album</i> . www.albums.xxxxxxxx	Dion (2012)

Internet (Database)	Surname, Initial. Year. Title. [Name of Database]. URL. [dd Month Year].	Kornusky, J. & Pravikoff, D. 2016. <i>Laryngitis</i> . [Nursing Reference Center]. https://bit.ly/2Iy5rWa . [20 April 2018].	Kornusky and Pravikkoff (2016 describes...
Institutional repositories	Open Access digital collections in various formats. Treat each in a manner appropriate to its form and then add the DOI.		
Interviews	Person you interviewing. Year. Interview with yourself on dd Month, City.	Williams, T. 2018. Interview with V. Magazi on 02 February, Cape Town.	Williams (2018) confirms...
Journal Article (Abstract)	<i>Try to find the full article, however, if this is not possible, cite the abstract.</i> Surname, Initials. & Surname, Initials. Year. Title of article. [Abstract]. <i>Title of Journal</i> . Volume of journal (Issue number): page range, Month.	Olson, L.L. & Stokes, F. 2016. The ANA code of ethics for nurses With interpretive statements: resource for nursing regulation. [Abstract]. <i>Journal of Nursing Regulation</i> . 7(2): 9-20.	Olson and stokes (2016:9)...
Journal Article (Online- use DOI)	Surname, Initials. Year. Title of article. <i>Title of Journal</i> . Volume of journal (Issue number): page range. DOI.	Jack, C.L., Singh, Y. & Ncama, B.P. 2016. A South African perspective to medical law and ethics in nursing: getting basic principles right. <i>Africa Journal of Nursing and Midwifery</i> . 17(2):118-129. DOI: https://doi.org/10.25159/2520-5293/378	Jack, Singh and Ncama (2016: 118) highlights the basic principles in nursing ethics. End of sentence Nurse's perspectives on ethics are discussed (Jack, Singh & Ncama, 2016:118).

Journal Article	Surname, Initials. Year. Title of article. <i>Title of Journal</i> . Volume of journal (Issue number): page range.	Geyer, N. 2002. Ethics & law: complaints of unethical conduct. <i>Nursing Update</i> . 26(3): 32-33.	According to Geyer (2002: 32) several complaints of unethical conduct were reported in 2001. End of sentence Numerous complaints were received (Geyer, 2002:32).
Journal Article (Seasonal)	Surname, Initials. & Surname, Initials. Year. Title of article. <i>Title of Journal</i> . Volume of journal (Issue number): page range, Month.	Radwin, L. E. & Alster, K. 2002. Individualized nursing care: an empirically generated definition. <i>International Nursing Review</i> . 49 (1): 54-63, March.	Radwin and Alster (2002:55) defines nursing care to be... End of sentence ...empirically defined (Radwin & Alster, 2002:55).
Journal Article (In Press)	Author, A. A. Year. Title of article. <i>Title of Journal</i> . (In Press). doi:10..xxx/yyyy	Santini, A., 2018. The Importance of Referencing. <i>The Journal of Critical Care Medicine</i> . (In Press).	According to Santini (2018)...
Maps (Google)	Google Maps. Year. <i>Place</i> . URL. [Date Accessed].	Google Maps. 2013. <i>Western Cape College Of Nursing, Klipfontein Rd, Heideveld, Cape Town</i> . https://bit.ly/2sLVcme . [06 June 2018].	(Google Maps, 2018)...
Medical Package Insert	Company/Manufacturer. Year. <i>Name of Medication</i> [Package insert]. Place: Publisher.	Sandoz Pharmaceuticals. 1993. <i>Lamaxil</i> . [Package insert]. East Hanover: Sandoz.	Sandoz Pharmaceuticals (1993) cautions against...
Music	Artist (s) Surname, Initial(s). Year. Title of song On <i>Title of CD</i> . [Format]. Place of publication: Distributor.	DuBois, S. 2009. Feeling blue On <i>Range of emotions</i> . [CD]. Parys: DC Records.	Feeling blue (Dubois, 2009, track 3) is the best...
Newspaper (Online)	Surname, Initials. Year. Title of article. <i>Title of Newspaper</i> . URL. [Date viewed].	Bendile, D. 2018. EFF won't prey on vexed voters. <i>Mail and Guardian</i> .	Bendile (2018)....

		https://mg.co.za/article/2018-05-18-00-eff-wont-prey-on-vexed-voters . [18 May 2018].	
Newspaper (Printed)	Surname, Initials. Year. Title of article. <i>Title of newspaper</i> . Day and Month::page number.	Mohedeen, N. 2018. Child protection awareness. <i>Athlone News</i> . 16 May: 3.	Mohedeen (2018:3)...
Pack Guideline	Country. Department. Year. <i>Title</i> . Place of Publication: Publisher.	South Africa. Western Cape Department of Health. 2016. <i>Primary care 101</i> . Cape Town: WCDoH.	According to South Africa, Western Cape Department of Health (2016: 113)...
Pamphlet, Booklet, brochure, or leaflet	Corporation OR Surname, Initial(s). Year. Title. [Pamphlet]. City: Publisher.	City of Cape Town. 2018. <i>Water saving tips</i> . [Pamphlet]. Cape Town: CCC.	The City of Cape Town (2018) cautions...
Patient Folder	Patient folder. Year. City: Name of hospital/clinic.	Patient folder. 2014. Cape Town: Mowbray Maternity Hospital.	As detailed in the patient folder (2014)...
Podcast	Surname, Initial(s). Year, Month dd. <i>Title</i> . [Podcast]. URL.	Kleinveld, L. 2010. <i>How to access CPUT's databases</i> . [Podcast]. www.cput.ac.za/xxxxxxx .	Kleinveld (2010) directs...
PowerPoint presentation	Surname, Initials. Years. Title. URL. [Date Accessed].	Covintree, K. 2011. <i>What is plagiarism?</i> https://www.slideshare.net/covs/what-is-plagiarism-7743417 . [07 June 2018].	According to Covintree (2011)...
Skype/ Zoom Meeting	Surname of caller, Initial(s). Year, Month dd. Name of meeting. [Type of meeting].	Orton, K. 2018, March 03. Work package 2.3 meeting. [Zoom].	Orton (2018) confirmed...
Social media (Instagram, Facebook)	Username. Year, Month dd. First Sentence [Social Media Platform]. URL.	Esmariewiese. 2018, March 13. What an absolute amazing experience the CASO project is. [Instagram].	Experiences at CASO (Esmariewiese, 2018)...

		https://www.instagram.com/p/BgRr4rSF9SQ/?taken-by=esmariewiese	
Speech (TV)	Surname, Initial. Year, Month dd. <i>Title of speech</i> . TV Channel. Time.	Singh, N. 2009, February 28. <i>Crime in the Western Cape</i> . SABC 3. 14:30-15:00.	Singh (2009) reported....
Television programme	Producer. Year, Month dd. Title of episode. <i>Title of series</i> . TV Channel. Time.	Moll, M. 2017, March 15. Beating hypertension. <i>Hello doctor</i> . e-TV. 10:00-10:30.	Moll (2017) refers to...
Theses and dissertations (Unpublished)	Author. Year. Title: subtitle. [Unpublished Degree]. University, City.	Magerman, Y.N. 2011. Academic factors affecting learning at a Nursing College in the Western Cape. Submitted in partial fulfilment of the requirements for the degree of Master of Health Science [Unpublished Degree]. University of Stellenbosch, Cape Town.	As stated by Magerman (2011:19)...
Theses and dissertations (Published)	Author. Year. <i>Title: subtitle</i> . [Master/Doctoral Thesis]. City: Publisher.	Van Wijk, E. 2006. <i>An investigation into patient's perceptions of contributing factors towards their aggressive and violent behaviour after admission to a mental health facility</i> . [Master Thesis]. Cape Town: SUN.	Furthermore, Van Wijk (2006: 35) advocates for...
Theses and dissertations (institutional Repository)	Surname, Initial. Year. <i>Title</i> . [Master/Doctoral Thesis]. City: University. URL. [Date Accessed].	Mia, S. 2014. <i>Self-leadership in male learner nurses during their four-year programme at a college in the Western Cape</i> . [Master Thesis]. Cape Town; University of Western Cape. http://hdl.handle.net/11394/4196 . [20 May 2018].	Mia (2014:64) suggest that....

Twitter (Tweets)	@handle. Year, Month dd. First sentence of tweet. [Twitter]. URL.	@CaringSociety3. 2018, March 20. <i>Train the trainer</i> . [Twitter]. https://twitter.com/CaringSociety3/status/976023049899266048	Members of SBAR Train the trainers (2018)...
Webinar	Presenter Surname, Initial(s). Year. <i>Title</i> . [Webinar]. URL. [dd Month year].	Wiggs, S. 2017. <i>Learning styles</i> . [Webinar]. www.xxxxxxx [20 May 2018].	Wiggs (2017) suggests...
Website	Surname, Initials. /Organisation. Year. <i>Title of website</i> . URL. [dd Month yyyy].	South African Nursing Council. 2011. <i>Policies and position papers of South African Nursing Council</i> . http://sanc.co.za/policies . [19 October 2011].	According to Mohedeen (2018:3)...
YouTube	Name. Year, Month dd. Title [Video file]. URL.	Empower RN. 2013, September 30. <i>Your future in nursing!</i> [Video file]. https://www.youtube.com/watch?v=o_n3G9uKAlA .	Empower RN (2013) encourages nursing students to....

This guide attempts to provide examples of all information sources a nursing student might encounter. It will also serve as a standardised guide for lecturers to ensure that students avoid plagiarism and cite and reference correctly.

Addendum 15

Date Issued	2018/05/25
Revision	

Student Identification Devices Policy

All Change requests should be submitted to the College Senate

17. PURPOSE

The purpose of the Policy is to:

Standardise the identification of students per year group and programme through the display of distinguishing devices, at all times when placed in the work integrated learning environment.

18. SCOPE

The Policy is applicable to all students of the Western Cape College of Nursing who are registered for all undergraduate programmes. This Policy is part of the Work integrated learning policy as well as the Quality Management policy of the Western Cape College of Nursing.

19. OBJECTIVES

The objectives of this policy are to:

- Promote the image of the student in the clinical milieu.
- Promote the image of Nursing as a Profession
- Promote the image of the Western Cape College of Nursing.
- Ensure appropriate allocation of responsibility to each student according to their academic and clinical competency as predetermined by their year of study.
- Comply with Batho Pele Principle
- Comply with the Patient Right's Charter
- Comply with the Department of Health's Quality Management systems
- Comply with the Western Cape College of Nursing Quality management system

4. REFERENCES

None

5. DEFINITIONS

A specific standardised identification device aimed at distinguishing a certain group of students that will indicate their level of training.

6. PRINCIPLES

Compliance with the Policy should be applicable to all relevant students

All students should display their distinguishing devices as part the dress code of this academic institution

Identification device must be visible at all times during appropriate circumstances in the academic (Practical Examination) and clinical environments (At all times).

Students may not be permitted to function in the work integrated learning environment (At all times) or academic environment (Practical Examination) should they contravene the policy of identification

7. LEGISLATION, POLICY AND GUIDELINES

Constitution of the RSA Act no 108 of 1996 (National Patient Rights Charter)

Nursing Act no 33 of 2005 as amended

Regulation 2101 of 31 July 1970

National Health Act no 61 of 2003

Occupational Health and Safety Act, 1993

Public Service Regulations 2001

Western Cape Government Health: Dress Code Policy (Nursing)

Work Integrated learning policy

8. POLICY ON THE ISSUING OF IDENTIFICATION DEVICES

The wearing of identification devices will be implemented as follows:

- i. All First-year students will be issued with a **blue epaulette without a stripe** at the beginning of their First Semester of the First year
- ii. All First-year students will be issued with a **blue epaulette with one white stripe** at the beginning of their Second Semester of the First year, provided they passed all examinations and met all clinical requirements of the first semester
- iii. All Second-year students will be issued with a **blue epaulette with two white stripes** at the beginning of their Second year, provided they passed all examinations and met all clinical requirements of the first year
- iv. All Third-year students will be issued with a **blue epaulette with three white stripes** at the beginning of their Third year, provided they passed all examinations and met all clinical criteria of the second year
- v. All Midwifery, (one-year students) will be issued with a **maroon epaulette with three white stripes** at the beginning of their training.
- vi. All First-year students (Higher Certificate) will be issued with a **light blue epaulette without a stripe** at the beginning of their First Semester of training.
- vii. All First-year students (Higher Certificate) will be issued with a **light blue epaulette with one white stripe** at the beginning of their Second Semester of their year of training, provided they passed all examinations and met all clinical requirements of the first semester
- viii. Students will have to pay R 100.00 per academic year per pair/pairs of devices
- ix. Students need to pay R100.00 to replace lost devices.
- x. Students need to submit proof of registration with WCCN, prior to being issued with the appropriate identification devices.
- xi. Students whose training has been discontinued must hand in their identification devices
- xii. Students not allowed to enter the work integrated learning environment, without the prescribe identification devises.

9. DESCRIPTION OF IDENTIFICATION DEVICES

The navy blue, light blue and maroon colours is the Western Cape College of Nursing's corporate colours. The year/years of study will be identified with a white stripe. The epaulettes must be attached to the uniform (dress or white jacket), one on each shoulder with the stripes visible on the outer part of the epaulette. Please see example:



10. BUDGET

The Western Cape College of Nursing will be responsible to procure the identification devices.

Addendum 16

Doc. Number	WCCN/2018/23
Date Issued	2018/02/12
Revision	

POLICY ON STUDENT INDEMNITY

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 and will only deal with the exam cycle, immediately prior to ratification of this policy.

6. SCOPE

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

7. THE PURPOSE OF THIS POLICY

The purpose of the policy is to ensure that all students are protected in the event of a claim against them of professional negligence or breach of duty.

8. DEFINITION OF PROFESSIONAL INDEMNITY

Professional Indemnity is aimed at providing protection against financial loss resulting from a legal liability to a third party. Anyone who offers services or advice in a specialised field could be held accountable at law.

9. IMPLEMENTATION OF THE POLICY.

All students will be responsible for ensuring their own Professional Indemnity. Professional indemnity can be obtained from most unions or malpractice insurance cover can be secured from Insurance providers.

On registration students will be requested to provide proof of indemnity.

Students will not be able to participate in Work Integrated Learning without Professional Indemnity.

10. REFERENCES

- Western Cape Multilateral agreement
- Curriculum Development Policy
- Western Cape Government Policy on student placements in the clinical services of the Department of Health.

11. LEGISLATION

- a. Relevant Professional Bodies and Councils – The South African Nursing Council
- b. Nursing Act No 33 of 2005 as amended

Addendum 17

Doc. Number	WCCN/2018/24
Date Issued	2018/02/12
Revision	

STUDENTS WITH DISABILITIES

This policy is to be applied from adoption hereof and is by no means to be retrospectively applied. All Change requests should be submitted to the College Senate

PREAMBLE

This policy and associated procedural guidelines have been formulated to regulate the implementation of the including students with Disabilities at WCCN and to ensure quality and consistency in the standards that are applied.

1. SCOPE

The policy is applicable to all the students of the Western Cape College of Nursing (WCCN) with its unique institutional culture based upon the values of caring, accountability, competency, and responsiveness as the College and the Nursing Profession espouses.

It is in line with the constitution and guided by principle of inclusivity without disregarding the inherent requirements expected of the nursing students when executing /fulfilling nursing care. Nursing necessitates a great deal of physical activity (characterised by strenuous activities; alert senses full range of joint and muscle movements), emotional strength and social intelligence to meet the needs of the health care users who are sometimes less abled due to compromised health conditions.

It is intended to construct an enabling academic environment by avoiding unfair discrimination against students with disabilities and assist College with the necessary support to determine the level of suitability of the students to perform to their full potential in theory and clinical practice as a safe competent health practitioner to be.

It sets out measures and prescripts complying with provisions of Higher education in the country with approaches and practises on integrated learning experiences expected of the nursing students.

2. THE PURPOSE OF THIS POLICY

The policy is undertaken in the context of the institutional statutes and is resolution of the Council of the College as informed by the availability of the resources which are aligned to the institution's current and future priorities and commitment of the institution and in alignment with National Policy on Disability and National Plan for Higher Education in South Africa with reference to:

- a) Increasing access to higher education for the deserving students
- b) To afford all qualifying students with disability an opportunity to undergo necessary assessment for recommendation for assistance and programmes that can assist the students to succeed in their studies
- c) Increased inclusivity and integration by understanding and recognising diversity among the students and staff within the institution
- d) To afford the students with disability the assumption of responsibility for recognising their capacities and seek reasonable services available at the institution to support them throughout the academic environment

3. DEFINITIONS

The institution is aligning itself with the provisions of the Disabled People of South Africa (DPSA) In terms of (DPSA) disability is defined and categorised to different aspects

- 1) Long term or recurring
- 2) Physical or mental (psychological) impairment
- 3) Substantially limits ability

All who satisfy these criteria above are defined as persons with disabilities

3.1 Long term or recurring

Long-term

This is known to refer to an impairment that has lasted or is likely to persist for at least twelve months. A short-term or temporary illness or injury is in terms of this definition not an impairment that gives rise to a disability.

Recurring

This impairment is one that is likely to re-occur from time to time. It includes constant underlying conditions, even if its effects on a person fluctuate. (Employment Equity Act No 55 of 1998; based on Constitution 1996)

NB: Progressive conditions are those that are likely to develop or change or recur. People living with progressive conditions or illnesses are considered as people with disabilities once the impairment starts to be substantially limiting. Progressive or recurring conditions which have no overt symptoms or which do not substantially limit a person are not disabilities.

3.2 Physical or mental impairment

3.2.1 Physical impairment

This refers to partial or total loss of a bodily function or part of the body. It includes but is not limited to sensory impairments such as varying degrees of hearing and visual impairments, reading and/or writing impairments and/or any other combination of physical impairments.

Mental impairment

It refers to clinically recognized conditions that affect a person's thought processes, judgment or emotions. (Employment Equity Act No 55 of 1998; based on Constitution 1996)

3.3 Substantially Limiting Ability

An impairment is substantially limiting if, in the absence of reasonable accommodation by the WCCN, a person would be either totally unable to study or pursue a career or would be significantly limited in his/her study process or in fulfilling the career. An assessment of whether the effects of impairment are substantially limiting must be considered if medical treatment or other devices would control or correct the impairment so that its adverse effects are diminished, prevented or removed.

Discrimination

Discrimination refers to an unequal treatment of students with disabilities and can occur either directly or indirectly. It is direct discrimination for a College official to treat people/students less favorably because of their disability. It is indirect discrimination when a practice appears in the institution (WCCN) to treat everyone equally but in effect such practice disadvantages or excludes people with a disability.

PRINCIPLES WHICH THIS POLICY STRIVES TO UPHOLD

4.1 General Principles

Disability is enshrined in the Constitution of the Republic of South Africa and this context is geared at enhancing the principle of right to self-representation and inclusivity for full participation in the mainstream society.

- a) WCCN is committed to offer the students with disabilities the equal opportunity and access by promoting a positive safe environment and protecting students with disabilities from prejudice.
- b) WCCN creates platforms to encourage students with disabilities to disclose their disability status for assistance to be provided in terms of assessment that will guide and support the institution in striving towards meeting the needs of students with disabilities as expected by the Higher Education legislative prescripts.
- c) All students on orientation would be equipped with information with regard to this policy.
- d) WCCN may not be held liable and accountable in the case a person with disability choosing not to disclose his or her disability status in cases where the disability is not self-evident.

- e) WCCN upholds the principle of confidentiality in dealing with disclosed information.
- f) WCCN will ensure that it strives to make provisions for flexibility in all academic activities where possible to enhance success in students with disabilities as part of upholding social integration and academic inclusivity.
- g) WCCN will create platforms which empower staff and student body with sensitivity towards students with disabilities through continuous training programs
- h) Students with disabilities will be continuously monitored by the component of Disability Unit in the student health.
- i) WCCN commits and strives to continually reviews and re-aligns its policies and plans to Higher Education legislative in dealing with areas that seem to create barriers for upholding the principle of good practise

5 SUPPORTING ELEMENTS

The institution commits to establish a Disability Unit which will be supported by the Disability committee and student admission committee

5.1 Academic and support staff

- a) First year team will include the disability unit to disseminate information about disability to all new students during orientation and encourage students with disability to disclose at their consent.
- b) The students that have disclosed based on this information need to be referred for assessment which will determine the processes that need to be in place to be able to support and assist the student with disability with reference to the institutional capacity.
- c) A written report with recommendations should be forwarded by the Disability Unit to the academic and support staff in the student level of study.

5.2 Appeals

- a) Candidates may appeal against the process of the assessment and Appeals policy will apply according to institutional process
- b) Candidates may also appeal against other aspects of the disability service provided, e.g. discriminatory treatment, unreasonable delays.
- c) The appeal process should be concluded in the first two week of commencement of the academic program of that year.

6 RELEVANT LEGISLATION AND/OR POLICY, CODES OF PRACTICE, PROFESSIONAL AUTHORITIES:

- Policy on Disability
- White paper on the Rights Of persons with Disabilities approved by Cabinet on 9 Dec 2015
- The Constitution of the Republic of South Africa 1996
- South African Human Rights Commission
 - HEQC Criteria for Institutional Audits and Programme Accreditation.
 - Relevant policies of South African Nursing Council.

7 RELEVANT INSTITUTIONAL POLICIES/ DOCUMENTS/MANUALS/ HANDBOOKS

- Vision, Mission & Strategic Plan of WCCN
- Curriculum development policy,
- WCCN Appeals Policy
- Academic Rules and Regulations

Addendum 18

Doc. Number	WCCN/2018/25
Date Issued	2018/01/16
Revision	

STUDENT REPRESENTATIVE COUNCIL (SRC) POLICY

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 and will only deal with the exam cycle, immediately prior to ratification of this policy.

12.SCOPE

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

2. THE PURPOSE OF THIS POLICY

The purpose of this policy is to address the establishment and constitution of a student representative council within the Western Cape College of Nursing under the WCCN College Council and Senate

3. DEFINITIONS

3.1 College Council refers to the governing body of the WCCN

3.2 College Senate refers to WCCN body responsible for academic matters.

3.3 Central SRC refers to the SRC at the main central campus

3.4 Local SRC refers to the SRC at the rural campuses

4 AIMS AND OBJECTIVES OF THE WCCN SRC

- Represent individual students and the student body at large in order to protect and advance their interests
- Promote the development of an education system that provides equity of access and opportunity to students, and facilitates student success;
- Promote the use of knowledge, competencies and skills that are acquired through education as a means for contributing to a broader socio-economic development, democracy and nation building
- Act as a liaison between students, management, clinical facilities and other stakeholders.
- Promote unity amongst students
- Work towards an education system that will instil as sense of unity, responsibility and professionalism
- Support student governance and development by encouraging cooperation among student structures and coordinating joint student activities
- Promote academic excellence, community service and a culture of research

5. GUIDING PRINCIPLES FOR THE SRC

- Student driven supportive leadership
- Non-racialism
- Democracy
- Cooperative governance
- Accountability
- Transparency
- Principle of Ubuntu

6 CSRC and LSRC FUNCTIONS

6.1 The CSRC Shall:

- Represent the students in university matters, including the formulation of College student policies and procedures
- Represents students in the College Council and Senate.
- Represents students and the College in institutional and national meetings
- Promote academic excellence and a culture of research
- Establish sub-committees of the SRC as deemed necessary
- Account for its funds and adhering to the annual budget, which shall comply with all Treasury and FPMA prescripts, and shall present an audited financial report to the Council of WCCN
- Recommend to WCCN Council, after consultation with students rules to determine the way in which the SRC will conduct its affairs
- Recommend to council, amendments to the SRC constitution
- Report back to students on the activities of both the LSRC and CSRC by means of meetings and posters, newsletters or electronic and social media.
- Consult with all LSRC's
- Have a cooperative decision-making role in all matters that affect students of the college and its campuses
- Meet at least once a month
- Allow two thirds of its members to call a special meeting

6.1.1 For CSRC meetings the following applies:

- a) *Notice:* Date, venue, time and agenda for meetings should be sent out at least five (5) academic days prior to the meeting to all its members.
- b) *Agenda:* Unless agreed otherwise in the meantime, additional items on an urgent basis must be forwarded to the secretary at least two academic days before the meeting;
- c) *Quorum:* If after 30 minutes there is no quorum, urgent matters shall be referred to the CSRC executive committee. The quorum for CSRC meetings shall be 50% plus one (1) of the members
- d) *Apologies:* members unable to attend meetings must submit a written apology at least four (4) hours before the meeting is scheduled to take place.
- e) *Resolutions:* All resolutions of the CSRC shall be passed by consensus voting. The chairperson of the meeting shall have a deciding vote in the event of a tie in the votes. All voting shall be by a show of hands unless a two-thirds majority of the SRC members decide that voting on a particular matter, resolution should be by secret ballot. The number of votes for and against a resolution, as well as abstinence, shall be recorded in the minutes of a meeting

6.2 The LSRC SHALL:

- Deal with the recognition of the student organisations, clubs, societies and councils at campus level
- Coordinate the activities and monitor the use of facilities placed by the LSRC
- Convene and conduct all meetings of the LSRC
- Establish sub-committees as it deems necessary to execute certain LSRC duties
- Organise and promote extramural activities and social activities for students
- Account for the funds allocated to it by the CSRC by producing and adhering to annual budgets and presenting an internal audited financial report to the CSRC, at its annual general meeting.
- Coordinate student involvement in community- and student development programmes
- Report back to students on the activities of both the LSRC and CSRC by means of meetings and posters, newsletters or electronic and social media.
- Hold direct talks with academic staff, Heads of Campuses and Heads of Departments to meet the student's needs
- Hold a meeting at least once a month
- Allow two thirds of its members to call a special meeting

6.2.1 For LSRC meetings the following applies:

- a) *Notice:* Date, venue, time and agenda for meetings should be sent out at least five (5) academic days prior to the meeting to all its members.
- b) *Agenda:* Unless agreed otherwise in the meantime, additional items on an urgent basis must be forwarded to the secretary at least two academic days before the meeting;
- c) *Quorum:* If after 30 minutes there is no quorum, urgent matters shall be referred to the CSRC executive committee. The quorum for CSRC meetings shall be 50% plus one (1) of the members

- d) *Apologies:* members unable to attend meetings must submit a written apology at least four (4) hours before the meeting is scheduled to take place.
- e) *Resolutions:* All resolutions of the CSRC shall be passed by consensus voting. The chairperson of the meeting shall have a deciding vote in the event of a tie in the votes. All voting shall be by a show of hands unless a two-thirds majority of the SRC members decide that voting on a particular matter, resolution should be by secret ballot. The number of votes for and against a resolution, as well as abstinence, shall be recorded in the minutes of a meeting

7. COMPOSITION OF THE SRC

7.1 LSRC

President:

- Ensure student stability at a level that enables learning and teaching to continue peacefully
- Make the student voice heard in every decision making forum of the College or delegate a member of the CSRC executive committee to fulfil this role.
- Preside over CSRC meetings
- Present reports on matters affecting the WCCN SRC in general to the WCCN Council and update the CSRC and LSRC
- Represent the CSRC and students at all official functions of the WCCN
- Together with the Finance and Project officer , act as a signatory to all financial transactions of the CSRC
- Act as the official spokesperson of the CSRC
- Together with the Secretary-General issue press statements on behalf of the CSRC
- Enforce accountability of all CSRC portfolios
- Sign minutes of CSRC meetings

Deputy President:

- Act as president in the absence of the President
- Coordinate the constitutional and policy development of the CSRC
- Be the chairperson of the Disciplinary committee of the SRC
- Lobby relevant stakeholders for the establishment of exchange programmes for WCCN
- Preside at any sports and arts and culture subcommittees of the WCCN SRC
- Be a custodian of the community development work of the WCCN SRC
- Lobby WCCN community to ensure synergy in community and outreach programmes

Secretary-General:

- In charge of the general administration of the CSRC
- Conduct all correspondence of the CSRC and keep copies of correspondence
- Circulate notices of all agendas and meetings to all CSRC members
- Serve as signatory of all financial transaction of the CSRC together with the President of the Finance and Projects Officer
- Together with the Deputy Secretary take minutes of all CSRC meetings
- Be the chief coordinator of the activities of the CSRC support staff
- Present original reports and updates to the CSRC and LSRC joint sittings
- Draw up and implement a communication strategy for the CSRC

Deputy-Secretary-General:

- Act as the Secretary-General in the absence of the Secretary-General
- Assist the Secretary-General with administering the work of the CSRC
- Execute other duties as delegated by the Secretary-General
- Coordinate the international work of the CSRC

Finance and Projects officer:

- Be responsible and accountable for finances of the CSRC
- Present a financial report to the Council for the finances of the CSRC
- Keep records of all financial transactions of the CSRC
- Convene and annual CSRC budget speech meeting and present it to all students of the WCCN
- Present financial updates to the CSRC and LSRC
- Present an audited financial report to the CSRC, LSRC and Council

- Assemble a projects team to coordinate/organise projects of the WCCN SRC
- Lobby resources to advance the programmes of WCCN
- Be responsible for fundraising activities aimed at community development

Residence, Transport and Welfare Officer:

- Facilitate communication and be a link between the SRC and the residence of the specific campus
- Represent the SRC in the Housing Department
- Chair the Local Housing Committee
- Represent the SRC in relevant campus committees dealing with catering, transport, Campus safety and or social concerns affecting students
- Work with relevant stakeholders on and off campus to improve the social wellbeing of students
- Submit regular reports to the Secretary for compilation as determined by the LSRC

Sports, Arts and Culture Officer:

- Organise cultural, arts and sports activities for the benefit of the particular campus
- Be the chairperson of the Campus Arts and Culture Council
- Attend all Arts and Culture Council meetings and consistently provide feedback on the progress to the LSRC
- Ensure good relationships between the LSRC Arts and Culture Council, Arts and Culture Officer and the Sports department
- Submit regular reports to the Secretary for compilation as determined by the LSRC

Marketing and Publicity Officer:

- Work with relevant stakeholders to help with the integration of international students on the campus and in the WCCN
- Ensure adequate marketing of the programmes of the LSRC within and outside the WCCN
- Work in cooperation with the LSRC
- Be responsible and accountable for any issues relating to communication and publicity on campus
- Submit regular reports to the Secretary for compilation as determined by the LSRC

Community and Development Officer:

- Identify community outreach projects
- Set up developmental projects in the broader community
- Organise workshops on campus to affirm the students' commitment to direct resources and skills to communicate for the upliftment of society as a whole
- Represent the WCCN SRC in relevant communities on the campus and as mandated by the CSRC and LSRC
- Together with the Finance and Projects Officer raise funds for community development programmes with a view to establishing sustainable projects
- Organise and coordinate all community development projects of the LSRC in liaison with the WCCN marketing department
- Submit regular reports to the Secretary for compilation as determined by the LSRC

Chairpersons from the Local SRC will also serve on the CSRC

7.2 LSRC

Chairperson:

- Is the Chief Executive Officer of the LSRC
- Preside over LSRC meetings
- Present the state of the LSRC report and update the CSRC and LSRC respectively
- Together with other delegated LSRC members, represent the LSRC in all official functions of the campus.
- Together with the Secretary (in absence of the Finance and Projects Officer), act as a signatory for all LSRC financial transactions
- Acts as official spokesperson of the LSRC in consultation with the Marketing and Publicity Officer

- Together with the marketing and Publicity officer draft press statements on behalf of the LSRC
- Sign minutes of LSRC meetings
- Be an ex officio member of the CSRS with no voting rights
- Draft and submit to Student matters press statements on behalf of the LSRC

Deputy Chairperson:

- Act as Chairperson in the absence of the Chairperson
- Facilitate the drafting of discussion documents relating to issues relevant to students
- Assess the impact of the existing WCCN Policies on students and make the necessary proposal for a review
- Be the Chairperson of the Disciplinary Committee of the SRC

Secretary:

- Be in charge of the general administration of the LSRC, keep records and write minutes of meetings
- Write the correspondence of the LSRC and keep copies thereof
- Circulate on time, notices, agendas and minutes of meetings to all members of the SRC
- Together with the Chairperson or the Finance and Projects Officer, act as a signatory to all financial transactions of the LSRC.
- Be the secretary to and present and organisational update to the General Student council
- Act as co-signatory in the absence of the Campus Finance and Projects officer or the Chairperson
- Prepare annual reports on the overall work of the LSRC and submit the report to the CSRC and LSRC
- In the event of the Deputy-Chairperson having to appear before a disciplinary committee the Secretary must chair the disciplinary committee. If both office bearers are to appear before a disciplinary committee, the matter must be taken to the CSRC

Finance and Projects officer:

- Be responsible and accountable for finances of the CSRC
- Present a financial report to the Council for the finances of the CSRC
- Keep records of all financial transactions of the CSRC
- Convene and annual CSRC budget speech meeting and present it to all students of the WCCN
- Present financial updates to the CSRC and LSRC
- Present an audited financial report to the CSRC, LSRC and Council
- Assemble a projects team to coordinate/organise projects of the WCCN SRC
- Lobby resources to advance the programmes of WCCN
- Be responsible for fundraising activities aimed at community development

Residence, Transport and Welfare Officer:

- Facilitate communication and be a link between the SRC and the residence of the specific campus
- Represent the SRC in the Housing Department
- Chair the Local Housing Committee
- Represent the SRC in relevant campus committees dealing with catering, transport, Campus safety and or social concerns affecting students
- Work with relevant stakeholders on and off campus to improve the social wellbeing of students
- Submit regular reports to the Secretary for compilation as determined by the LSRC

Sports, Arts and Culture Officer:

- Organise cultural, arts and sports activities for the benefit of the particular campus
- Be the chairperson of the Campus Arts and Culture Council
- Attend all Arts and Culture Council meetings and consistently provide feedback on the progress to the LSRC
- Ensure good relationships between the LSRC Arts and Culture Council, Arts and Culture Officer and the Sports department

- Submit regular reports to the Secretary for compilation as determined by the LSRC

Marketing and Publicity Officer:

- Work with relevant stakeholders to help with the integration of international students on the campus and in the WCCN
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- Work in cooperation with the LSRC
- Be responsible and accountable for any issues relating to communication and publicity on campus
- Submit regular reports to the Secretary for compilation as determined by the LSRC

Community and Development Officer:

- Identify community outreach projects
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- Together with the Finance and Projects Officer raise funds for community development programmes with a view to establishing sustainable projects
- Organise and coordinate all community development projects of the LSRC in liaison with the WCCN marketing department
- Submit regular reports to the Secretary for compilation as determined by the LS

8. TERM OF OFFICE

The term of office for both CSRC and LSRC is twelve months

No individual member may serve on either the CSRC or LSRC for more than three terms

After twelve months SRC elections shall be held

9. SRC MEMBERSHIP

Eligibility to serve on the SRC

- Student must be a registered student at the WCCN
- An SRC candidate must have maintained an average of 60% on all subjects in their course
- A student who is suspended from a course may not serve on the SRC and is not eligible for elections

Termination of SRC membership:

- A member shall cease to be a part of the SRC if he/she is no longer registered at the WCCN
- Resigns from his/her duties as SRC member
- Fails to carry out duties as required of their portfolio
- Is found guilty of an offence in terms of the WCCN academic Rules and Regulations
- Is convicted of a criminal activity

10. SRC ELECTIONS

- The date of elections will be determined by the SRC in collaboration with the Student Matters Department
- An Electoral Committee must be established within seven (7) working days after the announcement of the election date
- The Electoral Committee will receive the necessary approval of the elections time table
- The Electoral committee will manage and facilitate the SRC elections
- The Electoral committee will consist of a Chief Electoral Officer as appointed by the Head of College
- Student Matters Officer
- Three nominations by the SRC (students not standing for elections)
- Nomination forms will be drafted by the SRC in cooperation with the Student Matters Department and distributed to students

Nominees

- Independent candidates shall submit a signed nomination form accompanied by at least 50 signatories with student numbers
- Student Organisations will submit their nominees via their Chairpersons
- The Student Matters Department will verify against their academic records that the nominees are eligible to serve on the SRC
- If a candidate is not eligible the Student matters Department will inform the Chairperson of the relevant student organisation
- If only one candidate is nominated for a particular portfolio such person will automatically be declared duly elected.
- If no candidate is nominated for a particular portfolio a by0election will be arranged

Addendum 19

Doc. Number	2018/01/27
Date Issued	2018/05/04
Revision	

Disciplinary and Appeals

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 and will only deal with the exam cycle, immediately prior to ratification of this policy.

1. SCOPE

This policy applies to all students and learners registered at the Western Cape College of Nursing

2. GUIDING PRINCIPLES

The policy aims to ensure that the process for considering appeals against academic exclusion is credible, transparent, universally applicable and fair.

3. Relevant Policies and Legislation

3.1 RELEVANT ACTS AND REGULATIONS

- Nursing Act, No 33 of 2005 as amended
R.387 of 15 February 1985: Rules setting out the acts or omissions in respect of which the Council may take disciplinary steps.
- Labour Relations Act(LRA), No 66 of 1995
- CHE (HEQC) (2013) The higher education qualifications sub-framework
- CHE (HEQC) Criteria for programme accreditation 2004
- South African Qualifications Authority

3.2 RELEVANT INSTITUTIONAL POLICIES

- Vision & Mission
- Council and Senate Governance policy
- Work Integrated learning Policy
- WCCN Residential Rules (Accommodation)
- Student academic Rules and regulations
- Assessment Policy and Procedure and rules for assessment
- Student Academic Support
- WCCN student Impairment Policy
- Department of Health Uniform & Identification device Policy
- Department of Health Placement Policy
- Department of Health Code of Conduct
- National Department of Health Patients Right Charter
- Western Cape Department of Health Mission, Vision & Values
- Nursing Education and Training advisory Committee

4. DISCIPLINARY PROCEDURE

4.1 ALLEGED MISCONDUCT DURING ASSESSMENTS, TESTS AND EXAMINATIONS

When convinced that a candidate has committed an irregularity, an examination or test supervisor/invigilator shall:

- 4.1.1 confiscate the candidate's answer book or assessment material and all incriminating documents and equipment, and shall enter the time and his/her own signature on the answer book;
- 4.1.2 issue the candidate with a new answer book or assessment material written on the outside "new assessment material/ answer book issued to....." and enter the time and signature of the examination supervisor/invigilator;
- 4.1.3 request the candidate to make a written declaration after the examination, test or assessment stating what transpired. Such candidate should be advised that the written declaration should be made freely and voluntarily and will be used in the disciplinary hearing;
- 4.1.4 if the candidate refuses to continue with the examination or assessment, the invigilator must instruct him/her to leave the venue;
- 4.1.5 after the examinations, test or assessment the supervisor/invigilator shall hand the candidate's original answer book and any incriminating material, as well as the answer book issued to the student after the irregularity was discovered, written statements of the candidate and the invigilator to the relevant Head of Department;
- 4.1.6 The HOD will start the process of instituting disciplinary proceedings against the candidate and inform the Head of Campus who will serve as Head of Campus; See Annexure 2 for the official complaint form of the WCCN

- 4.1.7 The Student Matters Officer or Secretary will communicate the decision of the Academic Disciplinary Committee and Senate.

4.2 ALLEGED MISCONDUCT IN GENERAL

Complete Annexure 2 the official complaint form of the WCCN

- 4.2.1 When there is an allegation of misconduct or a complaint, the matter must be reported to the Residence Manager if the complainant or accused resides in one of the WCCN controlled residences, or Security and the Head of Campus if he/she is not a resident;
- 4.2.2 In the event that the alleged misconduct involves a resident student, the procedure in dealing with misconduct in residences must be followed;
- 4.2.3 If the matter is reported to security, the latter will in turn submit a completed a complaint's form and attach written statements (if available) to the Head of Campus within 24 hours of the matter being reported;
- 4.2.4 The Head of Campus will within seven days of the alleged misconduct reported to the office by either security or the complainant, or such time as is reasonable under the circumstances, with the assistance of an Investigating Officer investigate the allegation, interview the complainant, defendant/suspect as well as witnesses, collect further written statements (if necessary) and conduct a disciplinary inquiry involving all parties concerned in the alleged misconduct in an attempt to resolve the matter;
- 4.2.5 Should the matter be resolved, the Head of Campus shall take note of the aforesaid disciplinary proceedings and enforce the outcome.
- 4.2.6 If there is serious transgression of student rules and code of conduct, or the matter cannot be resolved by the Head of Campus, and in the Head of Campus's opinion a case can be made out, or the student refuses to participate in the inquiry, refuses to accept, or appeals against the inquiry outcome, the Head of Campus shall formulate charge(s) as disclosed by the evidence, and convene a Student Affairs Disciplinary Hearing in which she/he shall act as proforma prosecutor.

4.3 PROCEDURE IN PREPARATION FOR A DISCIPLINARY HEARING

- 4.3.1 When proceedings are instituted against a student, the Head of Campus shall give the suspect (hereinafter called the accused) seven (7) days written notice unless the nature of the alleged transgression justifies urgent attention, in which case the student may be given 48 hours written notice of the following:
- 4.3.1.1 In terms of WCCN Student Rules and Code of Conduct proceedings will be instituted before a Disciplinary Committee;
- 4.3.1.2 The date, time and venue of the disciplinary hearing, substantiated charges preferred against the accused and written statements from complainant and witnesses;
- 4.3.1.3 The accused must attend the hearing in person, may be represented by another student or staff member of WCCN in terms of rule 16.3 of Student Rules and Code of Conduct. If the student would like to employ the services of a person other than a student or staff member of WCCN, he/she must comply with rule 16.4 which refers to representation by a person other than a student or staff member of WCCN. The Disciplinary Committee will on application or rule 16.5 consider the representation and make a ruling;
- 4.3.1.4 The accused must inform the Head of Campus before the date of the hearing if he/she would like an interpreter to assist him/her during the proceedings;
- 4.3.1.5 He/she may present evidence, and will be cross-examined;
- 4.3.1.6 He/she may bring witnesses to corroborate his/her defence;
- 4.3.1.7 Failure to appear without an acceptable reason will result in a decision made and an appropriate punishment imposed against him/her in absentia; and;
- 4.3.1.8 A fine not exceeding R100-00 (one hundred rand) may be imposed for contempt of the Disciplinary Committee.
- 4.3.2 The accused shall be served with the notice to appear and charges from the the Head of campus personally in the lecture hall or in the residence room, and if the accused cannot conveniently be found, the notice may be delivered at the student's last known study address, and shall be deemed to have been received by the accused at the time of delivery.
- 4.3.3 If the accused refuses to acknowledge receipt of a notice of disciplinary hearing, confirmation in writing by the person who served the notice, that the notice was duly served, will be prima facie proof that the accused received such notice.

4.4 PROCEEDINGS OF FORMAL DISCIPLINARY HEARINGS

- 4.4.1 The procedure of a Disciplinary Hearing shall be as follows:
- a) The chairperson (HOD of the particular student) shall introduce the committee members and read out the notification of the charge(s) to the accused; his/her rights and ask the accused to plead.

- b) In the event that the accused pleads not guilty, the chairperson shall ask the prosecutor to lead evidence and present witnesses to substantiate the charge(s).
- c) The accused or representative cross-examines the prosecutor's witnesses and the committee members will ask questions for clarity.
- d) The accused will then be given an opportunity to give evidence in defence; aggrieved make submissions in support of his/her defence and present witnesses.
- e) The prosecutor cross-examines the accused and his/her witnesses and the committee members will ask questions for clarity.
- f) The committee will allow closing arguments from the prosecutor and the accused or representative.
- g) The committee will in the absence of the accused, his/her representative and prosecutor, deliberate on the facts and evidence led, and give its finding of guilty or not guilty to the accused. The finding will be arrived at on a balance of probabilities
- h) If the accused is found not guilty the case is dismissed. If guilty the committee will allow the guilty student to state his/her case in mitigation and the prosecutor in aggravation respectively.
- i) The chairperson will in consultation with the Head of Campus deliver the sanction and advise the student of his/her right to appeal.
- j) The decision of a Disciplinary Committee shall be determined by general consensus.
- k) If the accused student pleads guilty the chairperson must ascertain whether the plea of guilty is tendered freely and voluntarily and ask the accused to present his/her version of the case in his own words.
- l) If the student is in doubt the chairperson must enter a plea of not guilty and follow the procedure as stated above.
- m) If after hearing the accused's version of the event(s), and a plea of guilty is accepted, the Chairperson must then proceed to (h), (i) and (j) above.
- n) The Head of Campus shall ensure that the outcome of the Disciplinary Hearing is given to the student in writing as soon as is reasonably possible to allow the student an opportunity to appeal if he/she so wishes.

4.5 PROCEDURE IN DEALING WITH MISCONDUCT IN RESIDENCES

- 4.5.1 The maintenance of residence rules and good order in the residences is primarily the responsibility of the Residence Manager assisted by the House Committee in each residence.
- 4.5.2 The complainant must report the matter to a block representative who will in turn bring the matter to the attention of the House Committee Chairperson of that residence.
- 4.5.3 In the event of alleged violation of rules in the residences, which in the opinion of the House Committee is not serious enough to be referred to the Residence Manager, the House Committee may appoint a sub-committee to investigate the matter and take reasonable steps to terminate the violation in question.
- 4.5.4 Where the transgression is of such a serious nature that it is in the interest of the residence and WCCN for a charge of misconduct to be brought before the Residence Manager, the House Committee Chairperson shall submit written statements from the complainant, accused student, and witnesses (if any) to the Residence Manager who must subsequently convene a disciplinary inquiry. Complete Annexure 2 the official complaint form of the WCCN
- 4.5.5 If the violation involves alcohol, the alcohol or empty containers must be confiscated as proof and be kept in the office of Residence Manager pending the investigation and outcome of a disciplinary inquiry. After the inquiry if the matter has been resolved the alcohol must be thrown into the drain and the owner may observe the process.
- 4.5.6 A student who is accused of violating residence rules must at all levels of discipline be advised to bring a representative and witnesses if he/she so wishes.
- 4.5.7 If the Residence Manager believes that the matter should be dealt with by the Head of Residences, he/she should liaise with the Head of Campus for purposes of convening a Residence Disciplinary Committee, formulate charges, and attach all documentation.
- 4.5.8 If the complainant or offender is not satisfied with the outcome of the Residence Disciplinary Hearing, he/she may apply for appeal or review to the Head of College copy the Head of Campus.
- 4.5.9 If the Head of Residences is of the opinion that the transgression is of such a serious nature that it is in the interest of WCCN that the matter be dealt with by the Student Services Disciplinary Hearing, he/she will forward the documentation to the Head of Campus to convene a Student Services Disciplinary Hearing and prosecute.
- 4.5.10 The Chairperson of Residence Disciplinary Committee shall keep minutes of the residence disciplinary hearing and submit the outcome to the Head of Campus for record keeping.

5. Appeals

5.6 APPEALS/REVIEWS

- 5.6.1. A student who is unhappy about an action taken against him/her by the House Committee may appeal to the Residence Manager, then to the Head of Residences, then the Head of Campus, then the Head of College, then the Senate Appeals Review Committee then the Council.
- 5.6.2 Appeals from the Residence Disciplinary Committee may be submitted to the Head of Campus for Student Services Disciplinary Committee. On the appeals document Annexure 1.
- 5.6.3 Should the student be dissatisfied with findings or sanctions of either the Academic Disciplinary Committee or Student Services Disciplinary Committee, he/she has the right to appeal to the Senate Appeals Review Committee against such finding or sanction or both;
- 5.6.4 The Senate Appeals Review Committee, upon request by the Head of Campus may review disciplinary measures falling outside the competence of any other disciplinary structure and a decision of any other disciplinary structure that would be deemed unfair and would have adverse effects on the student.
- 5.6.5 A student who is not satisfied with the decision of the Senate Appeals Review Committee may further appeal to the Council through the office of the HOD Student matters, the highest level of authority.

5.7 PROCEDURE AT THE APPEAL

- 5.7.1 A student who wants to appeal should inform the Head of Campus so that a record of the relevant proceedings is made available to him/her. The student concerned must submit a notice of appeal in writing setting out grounds on which the appeal is based not later than seven days of receipt of a written outcome of the Disciplinary Committees in 2.6.3 above.
- 5.7.2 The student concerned must submit a notice of appeal in writing setting out grounds on which the appeal is based to the Vice-Chancellor not later than seven days of receipt of a written outcome of the Disciplinary Committees in 2.6.3 above. See Annexure 1.
- 5.7.3 Members of the Senate Appeals Review Committee should be supplied with the record of proceedings together with all other relevant documentation by the Head of Campus as soon as the date for the appeal has been set.

- 5.7.4 The proceedings of the appeal will be as follows:
- (a) The Appellant may present his/her appeal in person and make submissions.
 - (b) The appellant may be assisted by a representative in terms of rule 16.3 and 16.4
 - (c) The Senate Appeals Review Committee may ask questions from the Appellant for clarity and may summon other people to give evidence if that is reasonably necessary to decide on the appeal.
- 5.7.5 The Senate Appeals Review Committee is not rehearing the case but adjudicating on whether the disciplinary hearing was procedurally and/or substantively fair, depending on the grounds of appeal.
- 5.7.6 After hearing the appeal the Committee may:
- 5.7.6.1 uphold the finding and the sanction; or
 - 5.7.6.2 uphold the finding but impose a different sanction; or
 - 5.7.6.3 set aside the finding and consequently the sanction and render a new decision.
 - 5.7.6.4 refer the decision back to the previous disciplinary committee for rehearing and order that new committee members hear the case de novo and consider evidence.
- 5.7.7 The Head of Campus will notify the student of the decision of the Senate Appeals Review Committee.
- 5.7.8 If a student exercises his/her right to further appeal to the Council, the HOD Student matters will convene a committee of Council and the Head of Campus will submit all documentation for consideration by the committee of Council. The Council will for all intents and purposes study and analyse the grounds of appeal and all other documents related to the case and pronounce its decision. The appellant will be informed in writing on the outcome of such appeal.
- 5.7.9 The decision of Council is final.

6. DISCIPLINARY MEASURES

6.1 ACADEMIC DISCIPLINARY COMMITTEE

The Academic Disciplinary Committee may impose one or more of the following disciplinary sanctions: See Annexure 4 for the list of transgressions and sanctions.

- (a) issue a reprimand;
- (b) issue a warning;
- (c) impose a suspended disciplinary sanction with or without conditions;
- (d) impose expulsion from WCCN;
- (e) exclude the student from any or all lectures, assessments, tests or examinations in any or all subjects;
- (f) cancel any or all assessments, tests or examinations or other marks as well as year and semester marks;
- (g) cancel credits in any or all subjects;
- (h) declare subject invalid;
- (i) recommend to the Senate to cancel a qualification that has been formally awarded or conferred;
- (j) exclude the student from any or all classrooms, assessment rooms, test rooms or examination rooms;
- (k) exclude the student from any or all academic activities;
- (l) discharge the student from any office or capacity in which he/she was appointed or elected;
- (m) direct the student to apologize verbally or in writing to any person or body;
- (n) forfeiture of a bursary or loan;
- (o) refer the student to Student Counselling and Development for remedial measures;
- (p) recommend deregistration and forfeiture of all examination credits earned;
- (q) take any other appropriate, educationally justifiable, disciplinary sanction.

6.2 STUDENT AFFAIRS DISCIPLINARY COMMITTEE

The Student Affairs Disciplinary Committee may impose one or more of the following sanctions: See Annexure 4 for the list of transgressions and sanctions.

- (a) expulsion from the residences and/or from WCCN;
- (b) suspension from the residence and/or from WCCN for a specified period;
- (c) prohibition from participation in any activity of WCCN;
- (d) a fine not exceeding R500-00;
- (e) community service not exceeding 100 hours within the precincts of WCCN;
- (f) forfeiture of the privilege to keep a vehicle on the premises that are under the control of WCCN;
- (g) ordering the student to pay an amount that will make good any loss or damage suffered or costs incurred by WCCN, any other student or any other person or organization on account of the misconduct;
- (h) exclusion from any non-academic activities for a specified period;
- (i) the provisions of rule a, b, c, d, j, l, m, n, o, p and q of the disciplinary sanctions of the Academic Disciplinary Committee.
- (j) take any other appropriate, justifiable disciplinary sanction.

6.3 RESIDENCE DISCIPLINARY MEASURES

In trying to resolve the matter or terminate the violation of rules the residence committee or Residence Coordinator/Manager may take one or more of the following actions:

- a) serious discussion with the student concerned;
- b) verbal or written reprimand or warning;
- c) refusing the student access to a residence facility for as long as the violation of rules continues;
- d) reporting the matter to the Head of Residences;
- e) billing the resident/group of residents for damages suffered or loss incurred by fellow residents or WCCN;
- f) removal of appliances/instruments;
- g) suspension from specific residence activities or an office or capacity for a specific period;

In addition to the actions available for the Residence Manager, the Head of Residences may include one or more of the following sanctions:

- i. community service not exceeding 100 hours;
- ii. refusal of readmission to the residence;
- iii. dismissal from an office or capacity as specified;
- iv. awarding compensation for any damage to premises of WCCN or its property or the property of any person associated with WCCN, not exceeding a sum of R500-00;
- v. In consultation with the Head of College suspend a resident student from his/her residence pending an investigation and outcome of a disciplinary process;
- vi. take any other appropriate and justifiable disciplinary action

7. GRIEVANCE PROCEDURES

7.1 OBJECTIVES AND PRINCIPLES

7.1.1 The purpose of this grievance procedure is to ensure that complaints from students of WCCN or any other person or body against the authorities of WCCN are resolved speedily and as close to the source as possible, and to establish effective upward communication channels

7.1.2 The aim is that grievances must be dealt with and resolved at the lowest possible level of communication within a reasonable period of time

7.1.3. The principle behind a grievance procedure is that the aggrieved student or person or body should be able to lodge the grievance without fear of victimization.

7.1.4. The responsibility lies with WCCN Management to ensure that the aggrieved party is satisfied with the manner in which the grievance is resolved.

7.1.5. The aggrieved person or body who has a grievance or complaint against the authorities of WCCN may lodge the grievance in the procedures set out herein below.

7.2 ACADEMIC RELATED GRIEVANCES

A student or group of students who are not happy about a matter related to academic activities should embark on the following steps:

7.2.1 First discuss the matter with the subject lecturer for the relevant instructional offering;

7.2.2 If the student/students are not satisfied with the manner in which the subject lecturer resolved the matter or the matter is not resolved, the student/students may submit a grievance in writing to the relevant Head of Department;

7.2.3 Should the grievance remain unresolved, the aggrieved may submit it to the Head of College concerned with a report from the Head of Department, copying the Head of Head of Campus;

7.2.4 The Head of College may (if necessary) ask for assistance from the Head of Campus in order to investigate and assist in resolving the matter;

7.2.5 If the aggrieved is/are still not satisfied with the resolution, he/she/they may submit the grievance to the Senate Chairperson

7.2.6 The Senate Chairperson will (if necessary) refer the matter to the Head of Campus for further investigation and/or resolve the grievance;

7.2.7 If the grievance is still not resolved to the satisfaction of the aggrieved, the aggrieved may further appeal to Council through the HOD Student matters, and the Council is the highest level of authority whose decision is final.

7.3 STUDENT AFFAIRS RELATED GRIEVANCES

In the case of a non-academic related matter a student/students in a WCCN residence who have a complaint may embark on the following steps:

- 7.3.1 First discuss the matter with Residence Manager concerned who will try and resolve it;
- 7.3.2 Should the matter remain unresolved at this level the complaint/grievance may be submitted in writing to the Head of Department: Residences;
- 7.3.3 If the grievance still remains unresolved, the aggrieved may submit the grievance to the Head of College, copying the Head of Campus. In consultation with the Head of Campus (if necessary) the Head of College will try and resolve the grievance;
- 7.3.4 If still unresolved the aggrieved may embark on steps 5, 6 and 7 of the Academic Related Grievances above.
- 7.3.5 In the case of a non-resident student or any other person or body the complaint will be reported to the Head of Campus which may in consultation with the Head of College (if necessary) try and resolve it;
- 7.3.6 If the grievance is not resolved to the satisfaction of the aggrieved, the latter may follow steps 5, 6 and 7 of the Academic Related Grievances above.

8. DISCIPLINARY PROCEDURES

STEP 1: COMPLAINANT

When the matter is reported the following procedures should be followed:

If reported to Security:

- a) Student should give a verbal account of the incident.
- b) Should the student want to lay a complaint, he/ she will be provided with a Complaint Form Annexure 2, which should be filled in.
- c) The Security Official will now enter the incident into OB book.

NB: The Investigating Officer ("IO") collects the Complaint Form from Security and hands it over to the Head of Campus to be recorded in the Incident Record Book.

If the matter is reported to the Head of Campus:

- a) Student should give verbal account of the incident.
- b) Should the student want to lay a complaint, he/ she will be provided with a Complaint Form, which should be filled in.
- c) All Complaint Forms will be handed to the Head of Campus, who will enter the incident into the Incident Record Book.
- d) The Head of Campus will forward the Compliant Form to the Investigating Officer.

STEP 2: INVESTIGATING OFFICER

- a) Analyses the Complaint Form and searches for email address (student number/ s) of accused and witnesses on the OPA/Student Registration system;
- b) Contacts the witnesses and the accused through email, and if urgent then through cell phone or sms system;
- c) Sets up appointments with witnesses and accused to submit statements regarding the incident
- d) Collects documentary evidence or any other additional evidence
- e) Compiles Case Docket and Investigation Report and submits to the Head of Campus.
- f) Informs accused to come to Head of Campus to respond to the complaint (accused may write the response);

STEP 3: INQUIRY PROCESS:

This is a process provided for by Student Rules and Code of Conduct Rules 2.2.4 and 2.2.5

Rule 3.2.4:

The Head of Campus will within seven days of the alleged misconduct reported to the office by either CPS or the complainant, or such time as is reasonable under the circumstances, with the assistance of Investigating Officers investigate the allegation, interview the complainant, defendant/ suspect as well as witnesses, collect further written statements (if necessary) and conduct a disciplinary inquiry involving all parties concerned in the alleged misconduct in an attempt to resolve the matter;

Rule 3.2.5:

Should the matter be resolved, the Head of Campus shall take note of the aforesaid disciplinary proceedings and enforce the outcome.

ASSISTANT TO THE HEAD OF CAMPUS

- a) Completes the Inquiry Form and attaches it to the Case Docket;
- b) Sets up an Inquiry
- c) Informs the complainant, witnesses and accused of the convenient date and time for the Inquiry through email, and if urgent, through cell phone or sms system.

HEAD OF CAMPUS

- a) The Head of Campus chairs the process:
 - asks the complainant to state his/her complaint in the presence of the accused;
 - after listening to the complainant - ask the witnesses to give their testimony;
 - accused responds in defence or admission, with his/her witnesses corroborating his/her defence;
- b) if there are facts in dispute the Head of Campus will:

- note those disputes
- resolve the matter and make a ruling as to disciplinary measure or
- proceed to 3.2.6 where formal charges will be drafted(see charge sheet)

Rule 3.2.6:

If there is serious transgression of Student Rules and Code of Conduct, or the matter cannot be resolved by the Head of Campus, and in the Head of Campus/ Proctor's opinion a case can be made out, or the student refuses to participate in the inquiry, refuses to accept, or appeals against the inquiry outcome, Head of Campus shall formulate charge(s) as disclosed by the evidence, and convene a Student Affairs Disciplinary Hearing in which she/ he shall act as proforma prosecutor.

- c) Records the decision in the INQUIRY FORM

A resolution to an incident reported does not always result in a disciplinary hearing. At times, the parties resolve the matter with the Head of Campus acting as a mediator.

FORMULATING OF CHARGES

Reference is herein made to Student Rules and Code of Conduct to ascertain which of the Rule (s) the student allegedly contravened.

STEP 4: SETTING UP A DISCIPLINARY HEARING

- a) The Head of Campus Assistant sets up a Disciplinary Hearing;
- b) In terms of Schedule A, paragraph 1.3 of the Student Rules and Code of Conduct, the Student Affairs Disciplinary Committee consists of:
 - i. Head of College of Students or nominee; acting as chairperson
 - ii. One Academic HOD
 - iii. One HOD from Student Services
 - iv. LSRC chairperson or nominee
 - v. Head of Campus/ Proctor (acting as pro-forma prosecutor and ex-officio)
- c) The JOA compiles a Case File for use at the Disciplinary Hearing;
- d) The Charge Sheet, together with the relevant documentation is served on the student (accused).

NB: It is essential to remember that four members in all disciplinary committees form a quorum.

STEP 5: DURING THE PROCEEDINGS

- a) Proceedings are held in terms of Rule 2.4 Schedule A of Code of Conduct;
- b) Head of Campus tables written representation (if any) from the accused or any points in limine (A motion in **limine** is a motion that is tabled by one of the parties at the very beginning of the legal procedures and seeks to pull the rug out from under the feet of the other party as defined by Duhaime.org.) (2018). for the Disciplinary Committee to consider before the proceedings commence;
- c) The proceedings are recorded and the Assistant to the Head of Campus is the scribe;
- d) Steps to follow in the Hearing are distributed to the Disciplinary Committee;
- e) Outcome of the Disciplinary Hearing is conveyed in writing by the Assistant to the Head of Campus and the student is advised to collect it from the Head of Campus.
- f) See Annexure 4 for the list of transgression.

9. : APPEALS

9.1 APPEALS ON DISCIPLINARY INQUIRIES:

- a) If the student is not satisfied with the outcome of the Disciplinary Inquiry, in part or whole he/she may lodge an appeal in writing to the Head of College of Students stating the grounds of such appeal;
- b) This should be done no later than seven (7) days of receipt of the written outcome;
- c) The Head of College sets up a Disciplinary Hearing, in which case the outcome of the Inquiry will no longer apply.

9.2 APPEALS ON DISCIPLINARY HEARINGS

- a) If the student is not satisfied with the outcome of the Disciplinary Hearing, in part or whole he/she may lodge an appeal in writing to the Senate Chair-person, stating the grounds of such appeal (Read 2.6 of Schedule A Student Rules and Code of Conduct);
- b) This should be done no later than seven (7) days of receipt of the written outcome;

9.3 APPEALS TO COUNCIL

- a) If the student is not satisfied with the outcome of the Appeal to the Senate, in part or whole he/she may lodge an appeal in writing to the HOD Student matters, stating the grounds of such appeal (Read 2.6 of Student Rules and Code of Conduct);
- b) This should be done no later than seven (7) days of receipt of the written outcome from the Senate.

9.4 PROCEDURE OF APPEAL

- a) As soon as the Council Chairperson receives the letter of appeal he/she informs the Head of Campus so that the transcript is typed out and submitted to him/her with the student's file;
- b) On receipt of the file the Council Chairperson will study it and respond to the student with regard to the date and time of the appeal hearing, or refuse the appeal with reason(s)
- c) The Head of Campus compiles the documentation for the Senate Appeals Review Committee members and the Appellant;
- d) The Head of Campus compiles the documentation for the Senate Appeals Review Committee members and the Appellant;
- e) The Vice Chancellor convenes the Appeal Disciplinary Committee i.t.o Schedule A (1.4);
- f) The Senate Appeals Review Committee does not hear the case anew (Rule 2.7.5);The proceedings of the appeal are stipulated in Rule 2.7.4;
- g) The appeal decision is written by the Council Chairperson and the Head of Campus ensures that the appellant receives it;
- h) In the event of a further appeal, the case is referred to the Council, the highest decision making body of the Institution through the HOD Student matters (Secretary to Council).

10. RIGHTS OF STUDENTS DURING DISCIPLINARY PROCEDURES

- You have a right to present evidence in your defence.
- You have a right to be represented by any student or staff member of WCCN. However, if you want to be represented by a person other than a student or staff member of WCCN, you will, in terms of Rule 16.4 of the Student Rules and Code of Conduct, submit written representations no later than 36 hours (thirty-six hours) prior to the hearing, to the Head of Campus as to why you should be allowed representation by a person other than those persons designated in Rule 16.3.
- You have a right to call witnesses to your defence in which case you have to arrange for their presence at the hearing and also inform the Head of Campus of the names of such witnesses prior to the Disciplinary Hearing.
- You are further advised to read procedures in preparation for a Disciplinary Hearing in the Student Rules and Code of Conduct, Rule 2.4 in Schedule A, before the Disciplinary Hearing to apprise yourself with the proceedings.
- You have a right to an Interpreter; however, you must inform the Head of Campus at least 48 hours prior to the hearing, so that an interpreter can be arranged for you.
- Furthermore a penalty of R100.00 may be imposed upon you for contempt of the Student Affairs Disciplinary Committee for failure to appear without a valid reason.

References

CPUT Disciplinary Code 2015

Legal Online Dictionary. n.d. www.duhaime.org/LegalDictionary/I/InLimine.aspx [Accessed online 17 January 2018]

WCCN. 2015, Appeals Policy

ANNEXURE 1



WESTERN CAPE COLLEGE OF NURSING

Application to the WCCN Senate; to lodge an appeal against the outcome of a disciplinary hearing

(Please print / type)

DATE: _____
APPLICANT: _____
STUDENT NO: _____
YEAR OF STUDY: _____
COURSE: _____
LECTURER/HOD: _____

SUMMARY OF THE REASON FOR THE APPEAL

I AM WRITING TO YOU WITH REGARDS TO: (State your issue)

THE GROUNDS ON WHICH I WISH TO APPEAL ARE: Give a detailed reason, include dates, times, names and any corresponding policies, acts and regulations. You may add evidence such as the documents described in the policy on Appeal against the outcome of a disciplinary hearing, etc. as an addendum to this application. Please label and list all documents supplied.

I HAVE MADE THE FOLLOWING ARRANGEMENTS TO ENSURE SUCCESSFUL COMPLETION OF MY STUDIES.

Describe the measures or strategies you as the appellant have put in place to ensure future success, and prevent a recurrence of your current situation.

Therefore I am requesting your reconsideration of this issue. If there is any additional information I could provide to you that would expedite this matter, please feel free to contact me. Thank you for your time and consideration of this matter.

Sincerely

FULL NAMES: _____

SIGNATURE: _____

ANNEXURE 2



**Head Of Campus
Complaint form**

Date of complaint: ____/____/2018

Who are you? _____

What are your details?

Residence: _____

Contact number: _____

Student/ Staff no: _____

Race: _____ **Gender:** _____

Email address: _____

Department: _____

Course Registered for: _____

Did you report your complaint at CPS or SAPS? YES/ NO

OB no: ____/____/ ____ **or Case number:** ____/_____

Name of person reported to: _____

What is your complaint?

Who is the suspect?

Why/What proof do you have? (For example- he/ she was **seen by....)**

What happened?

(if this space is not sufficient for your complaint please write on a separate page and attach it to this form)

When did this occur? (Date & Time)

What relationship exists between you and the suspect? (E.G.: friend, classmate, room mate, just a fellow student, lecturer, staff, service provider....)

Where did it occur?

Why did it happen? (What reason could this person/s have to commit this offence? E.g.: disagreement, jealousy, greed, etc.)

Who saw this happen? (Witnesses names & contact details)

**DAMAGED/ STOLEN PROPERTY
(FULL DESCRIPTION AND VALUE)**

	VALUE STOLEN	VALUE RECOVERED	REPLACEMENT VALUE
	R	R	R
SIGNATURE:			

How do I contact your witnesses?

Signed:

Date:

ANNEXURE 3



WESTERN CAPE COLLEGE OF NURSING

DISCIPLINARY HEARING:

REPORT OF PRESIDING OFFICERS

NAME OF THE STUDENT/LEARNER:

STUDENT NUMBER :

PERSAL NUMBER (If applicable) :

NAME OF THE REPRESENTATIVE :

NAME OF THE INVESTIGATING OFFICER :

NAME OF THE PRESIDING OFFICER :

DATE OF THE HEARING :

1 CONTROL LIST

1. Welcome members and explain purpose.

2. Introduce members.

3. Assess the need for a translator.

4. Establish if prescribed notice was given.

5. Confirm rights of Student/Learner.

6. Read charge.

7. Assess understanding and confirm awareness of severity.

8. Ask for a plea.

Guilty	
--------	--

Not guilty	
------------	--

9. Explain procedure that will be followed.

10. Hand over to members.

(A) SUMMARY OF FACTS PRESENTED BY INVESTING OFFICER:

(B) SUMMARY OF THE FACTS PRESENTED BY STUDENT/LEARNER OR HIS/HER REPRESENTATIVE:

(C) SUMMARY OF THE FACTS AND EVALUATION BY THE PRESIDING OFFICER:

(D) BEFORE A DECISION IS MADE WHETHER THE STUDENT/LEARNER IS GUILTY, THE FOLLOWING MUST BE CHECKED:

❶ Did the witness prove with balance of probability that the rule was transgressed?

YES	
-----	--

NO	
----	--

Motivation:

❷ Is the rule that was broken reasonable and valid?

YES	
-----	--

NO	
----	--

Motivation:

❸ Was the Student/learner aware of the rule or is it reasonable to assume that he/she would be aware of it?

YES	
-----	--

NO	
----	--

Motivation:

④ **Is the rule applied consistently in the institution?**

YES	
-----	--

NO	
----	--

Motivation:

FINDING

GUILTY	
--------	--

NOT GUILTY	
------------	--

(E) IF THE LEARNER/STUDENT IS FOUND GUILTY:

CHECK AND COMPLETE THE FOLLOWING ITEMS:

- What mitigating factors were presented?
- What aggravating factors were presented?
- What disciplinary/training record does the Training Provider have?
- What is used by the Training Provider in similar cases of misconduct?
- Is it possible to correct the conduct of the student/learner?
- What is the possible impact on other students/learners, the institution and the public?

① **What were the mitigating factors presented by the investigating officer and the student/learner/representative?**

(NOTE: e.g. personal situation / clear disciplinary record / good training record / possibility of correcting unacceptable behaviour, etc.)

② What aggravating factors were presented by the investigating officer?

(NOTE: e.g. personal situation / clear disciplinary record / seriousness of offence / possibility of correcting unacceptable behaviour, etc.)

(F) WHAT SANCTION IS SUGGESTED BY THE INVESTIGATING OFFICER?

(G) WHAT ACTION IS SUGGESTED BY THE STUDENT/LEARNER/PRESENTATIVE?

(H) WHAT IS USED BY THE INSTITUTION (TRAINING PROVIDER) IN SIMILAR CASES OF MISCONDUCT?

(I) WHAT IS THE APPLICABLE SANCTION THAT SHOULD BE APPLIED AND THE REASONS FOR THIS?

(j) ADVISE STUDENT/LEARNER IN WRITING OF THE FOLLOWING:

- Sanction
- Reasons
- Right to appeal

PRESIDING OFFICER

DATE

Compiled by L Strauss
April 2018

ANNEXURE 4

SCHEDULE of TRANSGRESSION



1) ABSENCE

Absence without prior arrangement/ informing relevant department will not be tolerated, (Inform Registered Nurse before 08:00 on day shift and before 10:00 for night shift) Absence due to ill health must be supported by proof e.g. Sick certificate

2) PUNCTUALITY

- All students start work at time prescribed by clinical placement area.
- Lunch & tea breaks will be taken as scheduled per department of placement.
- Unauthorized breaks and extended tea or lunch breaks without permission is not allowed.

3) SLEEPING ON DUTY

It is forbidden to sleep on duty.

4) OFFENSIVE AND UNRULY BEHAVIOR

- Nobody may use offensive language or written abuse against another person or group of persons.
- Rebelliousness: nobody may be rude towards supervisors by humiliating him or her or using abusive words. (supervisor-i.e. lecturers, mentors, professional nurse in clinical areas)
- No pranking, fooling, clowning or hoaxing may take place at work.
- Fighting is not allowed.
- No inflammatory behavior, including being, or inciting others to be insurgent or rebellious will be tolerated.

5) TRANSGRESSION INVOLVING USE OF ALCOHOL OR DRUGS

- Nobody may be under the influence or be in possession of alcohol or drugs when on duty/ attending classes.
- Nobody may take alcohol or drugs while on duty.

6) LOSS, DAMAGE OR MISUSE OF THE ORGANIZATION'S PROPERTY

Deliberate loss, damage or misuse of the organization's property is not allowed.

7) THE USE OF ELECTRONIC DEVICES DURING FORMAL CLINICAL PLACEMENT

- No use of cellphones
- No use of any other electronic devices (mp3, mp4, Hi Pod's)
- Excess to Computers are limited to Patient administration/care
- Taking of photos and videos are prohibit in clinical placement area

CLASSIFICATION OF OFFENCES

MINOR OFFENCES

- Arriving late at work.
- Reporting late after a lunch or tea break.
- Unjustified absence from the work station
- Loafing, wasting time or deliberately working slowly.
- Non-compliance with dress-code
- Use of electronic devices in clinical placement area (Excluding medical Equipment and calculators)

SERIOUS OFFENCES

- Absenteeism
- Leaving the organization's premises without permission
- Smoking in non-smoking areas
- Sleeping on duty
- Attempting to bring, or causing the name of WCCN/CPUT to be brought into disrepute

VERY SERIOUS OFFENCES

- Being under the influence of alcohol or drugs on the organization's premises (i.e. College/CPUT or Health services)
- Deliberately ignoring a manager or supervisor's reasonable instruction about operational requirements in the clinical placement area
- Refusing to carry out legitimate instruction.
- Any actions that can be define as a form of discrimination.
- Forging any legal document. (Class register, time sheets, daily rosters and patient records)
- Verbal abuse (Colleagues/ Patient/ Other)
- Action with the intent to harm the patient

TRANSGRESSION THAT MAY JUSTIFY DISMISSAL OR SUSPENSION FOR A FIRST OFFENCE

- Dishonesty in examinations.
- Fraud of signatures on time sheets / attendance register.
- Theft.
- Violation of safety or security regulations.
- Fighting on clinical placement areas (Colleagues/ Patient/ Other)
- Assault on clinical placement areas. (Colleagues/ Patient/ Other)
- Incitement
- Intimidation
- Carrying firearms and any other dangerous weapons in the clinical areas.
- Deliberately damaging clinical area property
- Being in possession of alcohol or drugs on clinical areas.
- Unauthorized or negligent use of company equipment, whether or not this leads to damage of equipment
- Criminal conduct
- Academic conduct
- Conduct relating to assessment, examination and test
- Endangering the safety of Colleagues/ Patient/ Other

DEALING WITH OFFENCES/TRANSGRESSIONS

MINOR OFFENCES

1 ST Offence	Written counseling
2 nd Offence	Written warning
3 rd Offence	Final written warning
4 th Offence	Disciplinary action: hold a hearing, and if all the facts points to guilt (the student has already received three warnings for the same or a similar offence), then dismissal.

SERIOUS OFFENCES

1 ST Offence	Written warning
2 nd Offence	Final written warning
3 rd Offence	Disciplinary action: hold a hearing, and if all the facts points to guilt (the student has already received three warnings for the same or a similar offence), then extend and or terminate Training. Report to SANC

In the case of 18.2/18.1 learners (Study by Assignment) the outcome of disciplinary interventions/reports

must be sent to employer.

VERY SERIOUS OFFENCE

1 ST Offence	Final written warning
2 nd Offence	WCCN holds a hearing, and if all the facts point to guilt, extend and or Terminate training. Report to SANC

In the case of 18.2/18.1 learners (Study by Assignment) the outcome of disciplinary interventions/reports

must be sent to employer.

EXTEND & OR TERMINATE TRAINING

1 ST Offence	WCCN holds a hearing, and if after consideration of all relevant facts the student is found guilty, extend training and or terminate training. Report to SANC
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In the case of 18.2/18.1 learners (Study by Assignment) the outcome of disciplinary interventions/reports must be sent to employer.

Updated May 2018

Addendum 20

Doc. Number	WCCN/2018/13
Date Issued	2018/05/03
Revision	

Invigilation during examinations

All Change requests should be submitted to the College Senate

13.SCOPE

This Policy applies to all programs of the WCCN. The policy has been formulated to ensure that the requirements and instructions for the invigilation of all WCCN assessments are adhered to.

14.THE PURPOSE OF THIS POLICY

This document provides instructions and requirements for all WCCN examinations whether conducted at the WCCN or any approved WCCN, written or online.

3. REFERENCES

- Civil aviation assessment and invigilation policy, available at <http://www.caa.co.za/Aviation%20Personnel%20Standards/RulesAndGuidelines.pdf> [Accessed on 2018/05/03]
- WCCN Academic Rules and Regulations Policy
- Merriam-Webster Dictionary Available on line at: <https://www.merriam-webster.com/dictionary/invigilate> [Accessed 2018/05/04]

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

5. DEFINITIONS

- 5.1 Invigilation:** : to keep watch; *especially, British* : to supervise students at an examination (Merriam-Webster.com, n.d. Web 2018/05/03))

6 PRINCIPLES WHICH THIS POLICY STRIVES TO UPHOLD

- Credibility
- Transparency
- Universal applicability
- Fairness

7. POLICY GUIDING PRINCIPLES

- j) Instructions are issued to invigilators, before, during and after an examination, all instructions must be strictly followed to ensure that invigilators are familiar with the procedures to be followed during an examination and so that the important duties delegated to them are performed to the satisfaction of the WCCN.
- k) All instructions must be kept handy during an examination session so that they may be consulted at any time when necessary.
- l) In any emergency, before or during the examination; that is not covered in these instructions, the invigilator is authorised to use his/her own discretion. However, he/she must report the actions taken to the Examination Office/HOD of the WCCN immediately after the session.
- m) Invigilators must familiarise themselves with this policy
- n) These instructions supersede all previous instructions.

8. GENERAL

Notes to invigilators.

- q) Candidates must present their original student card or RSA Identification Document for identification purposes. Photostats or photocopies are not permitted under any circumstances.
- r) All candidates must sign the official attendance register or authorisation sheet provided for each subject. Attendance registers are only valid for the subject indicated thereon. Under no circumstance must a register be used for another subject. Authorisation sheets must show an entry for each attempted examination.
- s) Each candidate MUST receive the applicable examination documents. Under no circumstances may documents be swapped around or may the candidate bring his own examination documents into the examination room.
- t) Documents referred to in c. are limited to: Questionnaires' Answer sheets, rough work paper, or Books in the event of an open book examination
- u) No notes may be made on any examination documents.
- v) Invigilators must ensure that no notes or any scripts are taken out of or brought into the examination room whether exams are conducted online or written.
- w) There should be at least one (1) invigilator for every thirty (30) students
- x) A subject lecturer should be present at the commencement of the examination / assessment

9. ARRANGEMENTS IN THE EXAMINATION VENUE

- m) The WCCN is solely accountable for the venue where theoretical knowledge examinations take place.
- n) There must be adequate space for a candidate to write his/her examination, a minimum of 3 feet wide desks are recommended.
- o) There must be adequate temperature and ventilation control within the venue.
- p) The following placards shall be displayed within the WCCN: Examination rules; Safety or evacuation plan and an external placard depicting when examinations are in progress which must be removed when examinations are not being conducted.
- q) The invigilator must ensure that no books, bags/briefcases or any other material not required for writing the examination are kept with or near the candidates.
- r) All the aforementioned items must be stored at a designated, secure place at the examination venue as allocated by the WCCN.
- s) The serving or partaking of refreshments during an examination is strictly forbidden.
- t) Candidates must supply their own stationery.
- u) No smoking is allowed inside the examination venue.
- v) Candidates are allowed the use of calculators in the examination venue provided that the calculators: ♦ are not programmable; and ♦ do not have an alphanumeric function.

- w) If a candidate wishes to use a calculator during an examination, he/she must prove that the calculator is not programmable and does not have an alphanumeric keyboard.
- x) When a candidate wishes to use an electronic calculator during an examination and he/she is not sure whether the calculator is permissible, he/she must request approval from the WCCN Examination Office at least 30 days before the examination for use of the calculator.
- y) The invigilator must inspect all the permissible aids and equipment that the applicant may use during the examination for any prohibited marks or entries.
- z) No cellular telephones or electronic communication devices may be taken into an examination location

9.1 Invigilators

- j) Persons must be appointed by the Accountable Manager of the WCCN as invigilators. The appointment criteria, initial training requirements, competency evaluation, responsibilities and recurrent performance evaluations of invigilators and procedures for testing must be documented in the WCCN Examination Office. Training files of each invigilator must be maintained as evidence that the procedures have been carried out.
- k) There should at all times be at least two invigilators per examination session to ensure that the examination candidates' behaviour is visually monitored during the entire examination.
- l) When an invigilator is absent at any stage during an examination, it is his/her responsibility to arrange that another approved person take over his/her duties during the period of absence in accordance with the prescribed procedure.

9.3 Procedures before commencement of a session

- h) Invigilators must read the verbal examination instructions as stated in Annexure 1 to candidates on every occasion.
- i) Invigilators are required to distribute the required examination documents to candidates when they are seated at their examination station.
- j) After reading the instructions to the candidates, the invigilator must ask whether there are any questions or if anything is unclear regarding the instructions. The invigilator must answer all the queries but may not assist with the examination.

9.4 Distributing examination material

- a) Rough work paper may be given to candidates but they may not use their own.
- b) Together with the applicable examination documentation, the attendance register or authorisation sheet must be given to every candidate. The candidates must complete this register or authorisation sheet and invigilators must check that all the candidates have signed the register or authorisation sheet. The completed attendance register or authorisation sheet must be kept in the possession of the invigilator until the examination session has been totally completed.
- c) After the instructions have been read to candidates, the invigilator must instruct candidates to verify that all the applicable documentation was received. Under no circumstances may a candidate open or access the exam unless authorised to do so by the invigilator.

9.5 Documents for identification purposes

- a) Candidates must have their appropriate, original student registration card or RSA ID book available for each examination for identification purposes.
- b) Invigilators must ensure that candidates, who report for the examinations, are in fact the persons whose names are on the attendance register or authorisation sheet.
- c) Invigilators must compare the information on the attendance register or authorisation sheet with the student registration card details or ID book as required.

N.B. CANDIDATES WHO CANNOT PROVIDE THE ABOVE MENTIONED DOCUMENTS SHALL UNDER NO CIRCUMSTANCE BE ALLOWED TO ATTEMPT THE EXAMINATION.

10. PROCEDURE DURING EXAMINATION SESSIONS

- a) The invigilator may not allow any unauthorised person into the examination room after the candidates have entered for their examinations.
- b) No candidate may leave the examination room unless accompanied by an invigilator. The remaining candidates in the room, if any, must be invigilated by another approved Invigilator
- c) It is expected of the invigilator to invigilate strictly. He/she must give his/her undivided attention to invigilating and may not do anything else for the duration of a session.
- d) Under no circumstances, unless so directed by the Examination Office, may an invigilator draw the attention of candidates to mistakes in the questionnaires. Invigilators may also not explain an examination question to candidates. Candidates may inform the examiner of mistakes and/or problems in a "Note to the Examiner" on his/her rough work paper that must be handed in with all the other material. No telephone calls whatsoever to the invigilator and/or examiner are allowed during an examination session.
- e) See annexure 1 for verbal instructions given to candidates in the examination venue

11. DISQUALIFYING A CANDIDATE

Please refer to section 6.21, 6.22 of student conduct during an examination as in the WCCN Academic Rules and Regulations

- g) It is compulsory for invigilators to familiarise themselves with the contents of these guidelines before the commencement of an examination session
- h) Before the commencement of any examination, candidates must be warned against not complying with any examination instructions.
- i) When an invigilator is convinced that a candidate is guilty of not complying with examination instructions, rules or regulations, the invigilator must immediately act as follows: as stipulated in Section S2.1 Alleged misconduct during assessments as in the Student Academic Rules and Regulations the invigilator shall:
 - j) confiscate the candidate's answer book or assessment material and all incriminating documents and equipment, and shall enter the time and his/her own signature on the answer book;
 - k) issue the candidate with a new answer book or assessment material written on the outside "new assessment material/ answer book issued to....." and enter the time and signature of the examination supervisor/invigilator;
 - l) request the candidate to make a written declaration after the examination, test or assessment stating what transpired. Such candidate should be advised that the written declaration should be made freely and voluntarily and will be used in the disciplinary hearing;
 - m) if the candidate refuses to continue with the examination or assessment, the invigilator must instruct him/her to leave the venue;
 - n) after the examinations, test or assessment the supervisor/invigilator shall hand the candidate's original answer book and any incriminating material, as well as the answer book issued to the student after the irregularity was discovered, written statements of the candidate and the invigilator to the relevant Head of Department (HOD) or HOD in the case of an examination;
 - o) The HOD will start the process of instituting disciplinary proceedings against the candidate and inform the Head of Campus;
 - p) the invigilator must compile a written report of the whole incident without delay. The invigilator's actions during the whole episode as well as any admissions made by the candidate must be reported. If any assistant invigilators were present, their written eyewitness report/s must also be included

12. MANAGEMENT OF ILLNESS OF A CANDIDATE DURING AN EXAMINATION

- a) When a candidate takes ill during an examination / assessment he/she shall be permitted to leave the examination / assessment venue under the supervision of an invigilator and offered a maximum amount of time out namely:
 - 30 minutes for a three (3) hour paper
 - 20 minutes for a two (2) hour paper
 - 15 minutes for a one and a half (1½) hour paper

- b) In the event that the candidate remains unwell after the “time out” and is unable to continue with the examination / assessment, he/she will be referred to the Head of the Department
- c) Where the candidate indicates that he/she is well enough to resume the
- d) examination / assessment he/she may at the discretion of the invigilator be allowed additional time to complete the examination / assessment
- e)

13. COMPLETION OF EXAMINATION SESSION

- a) Invigilators may not allow candidates any more time than that indicated on the questionnaire or computer screen, unless specifically instructed to do so by the WCCN Examination Office.
- b) After a candidate has indicated that he/she has finished writing an examination, the invigilator must ensure that he/she has received back all the documents (including all the rough work paper) that were provided to the candidate.
- c) Candidates are not allowed to take notes of any nature out of the examination room.
- d) The (WCCN HOD) must provide a complete list (Attendance register or Authorisation sheet) of all candidates who wrote examinations at the WCCN or examination venue. This list contains examination details and also indicates which candidates wrote the particular examination.
- e) The invigilator must indicate the absence of a candidate by writing “Absent” next to the candidate’s name on the attendance register or authorisation sheet.
- f) The sign out time of the candidate must be captured on the authorisation sheet or attendance register.
- g) For written examinations, the invigilator must collect all the answer sheets or answer books.
- h) All answer books must be counted and tallied against the attendance register before any invigilator leaves the examination venue
- i) Invigilators will seal all answer books in a sealed envelope whilst in the examination venue prior to handing these and the attendance registers over to the examiners.
- j) The handover of answer books to an examiner must take place inside the examination venue and the examiner will sign for receipt of the answer books on the attendance register

ANNEXURE 1

VERBAL INSTRUCTIONS TO CANDIDATES IN THE EXAMINATION VENUE

Remarks.

a. The remarks between brackets and in italic case, are for the information of invigilators only and should not be read aloud to candidates.

b. (Before commencement of a session):

- Attention please, Ladies and Gentlemen! Please take up your seats and listen to the following. (Wait for silence.)
- Place your student registration card or RSA ID document and examination attendance sheet on the left hand side of the desk so that they can be checked. (After candidates have started with the examinations, the documentation of all candidates must be checked. Also ensure that all candidates have signed the attendance register or authorisation sheet).
- No cell phones are allowed in the exam room, not even if they are switched off and in your pockets.
- Please open all your calculators remove the covers, and remove your flight computers from their covers. No pencil cases are allowed.
- Your exam is to be carried out under CCTV surveillance (as applicable).
- Please verify that all details on your computer (or answer sheets in the case of written examinations) are correct: the subject, your student registration number, surname and initials.
- Make sure that you have the materials that are required for the exam.
- Before you submit, make sure you go through the list of questions and check that you did answer all the questions. It is not possible to retrieve the examination paper after you .
- A candidate may be disqualified if:-
 - he/she possesses any manuals, notes or other material except that issued by the invigilators;
 - he/she attempts to communicate with another candidate or passes any object or note to another candidate.
- No candidate may leave the examination room without the permission of the invigilator.
- Candidates are not allowed to smoke during the examination session.
- A “five minute” warning will be given by the Invigilator in order to finish up and all candidates must stop writing immediately when so instructed by the Invigilator or the Online examination system.
- No extra time will be allowed for any subject.
- All rough work paper and accompanying documents which have been supplied to you must be handed to the invigilator before leaving the examination centre.
- The invigilator will not answer any questions with reference to the content of the examination. Should there be a lack of clarity regarding any question, candidates must feel free to write their comments to the examiner on their rough work paper and hand this in to the invigilator after the examination session.
- Candidates subject themselves to disqualification should they not adhere to these instructions or the examination rules.
- (for written examinations) When you have finished writing, please put up your hand. You are not allowed to leave the examination room unless so permitted by the invigilator.
- Candidates are finally warned that should they not comply with any examination instructions or rules, the matter will be referred to the CAA for possible disciplinary steps. I now give you the opportunity to hand in any unauthorised documents or objects. Should you be found in possession of any unauthorised item, you will be charged with transgression of the examination instructions or rules.
- If a physiological break is necessary you will not be allowed any extra time for the examination.
- No headgear or earpieces (unless for medical or religious purposes) may be worn during the examination.
- When you are satisfied that everything is in order, and keeping the aforementioned instructions in mind, you may commence with the exams.

Good luck with your examination.

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Revision	

CERTIFICATION

**This policy is to be applied from adoption hereof.
All Change requests should be submitted to the College Senate.**

11. INTRODUCTION

This policy is to ensure the integrity of the WCCN certification process and operational procedures

12. POLICY STATEMENT AND OBJECTIVES

All statements contained in this policy document also apply to, and need to be implemented by: The Director WCCN, Student Matters Officer, and Student Administration Department.

13. RELEVANT INSTITUTIONAL POLICIES

- Academic rules and regulations.
- Admission Policy
- Teaching and learning strategy
- Administration Policy
- Curriculum Policy
- SANC regulations

14. DEFINITION OF TERMS

4.1 Certification

Certification is the process by which the WCCN determines who qualifies to be awarded qualifications in terms of the different programmes offered at the WCN

15. VALIDATION OF QUALIFICATIONS

All course co-ordinators submit the names of students who complete a course to the Student Matters Officer and Senate for consideration.

The student matters official along with the HOD validates and verify the awarding of the qualification to the student

10. AWARDING OF A QUALIFICATION

The diploma, certificate or degree may only be awarded to a student who has met all the course requirements and requirements as stipulated by SANC. Special consideration for the award of a qualification will be decided by the WCCN Senate

11. PROCEDURE FOR CERTIFICATION

- Student administration officers enters the successful completion of the course on the student's academic record
- Student matters obtains a list of all the successful candidates and ensure that:
 - All students on the list comply with the completion criteria
 - All outstanding fees are paid up
 - Students who are still up for disciplinary action's names must be removed from the list

12. PREPARING CERTIFICATES

The Director of the WCCN is responsible for the security of the certification, but may delegate this function to the HOD student matters

All blank certificates and those prepared for graduation must be kept in a fire proof safe or a steel cabinet in the safe to which only the HOD student matters will have access.

Only persons responsible for certification will have access to these blank certificates.

13. ORDERING OF CERTIFICATES

- The HOD student matters are responsible for the ordering of certificates. Only the WCCN and PGWC logo's will appear on these certificates
- Specification of the layout will be given to the service provider
- Stock control must be maintained of the amounts of certificates received and issued

10. PRINTING OF CERTIFICATES

- The HOD student matters will ensure that the printing of certificates is done in a secure area
- This includes the printing of names on the certificate
- Signature of the Director will be done manually, unless authorisation was given by the Director to use an electronic signature
- Do attest run of the printing of the certificate before commencing with the actual printing
- Destroy all copies of test-runs through shredding
- Certificates with mistakes must be stamped Cancelled to prevent the copying or use of such erroneous certificates

11. POST CERTIFICATION

The HOD student matters must ensure that:

- All blank certificates are returned and kept in safe keeping
- All cancelled certificates are shredded under supervision
- Stock record is updated
- Access codes be de-activated after certification
- Certificates are posted to student receiving the qualification in absentia

12 GENERAL

- No duplicates of certificates will be issued where the original is lost , The WCCN will only issue a student with a confirmation that a certificate was indeed awarded
- Where a certificate was issued and a student appeals due to a spelling error, the certificate will be replaced and the student must supply the WCCN with a certified copy of their ID document. The original certificate will then be cancelled and a new certificate issued.
- Size of the certificate will be A4
- Certificate will be in the colours of the WCCN
-

UCT certification policy available on line at.

<ftp://ftp.uwc.ac.za/users/DMS/Institutional%20Audit%20documents/Documents/B/B5%20Certification%20Policy.pdf> [Accessed 15 February 2018]

Addendum 22

Doc. Number	WCCN/2018/31
Date Issued	2018/02/12
Revision	

Information Literacy

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 and will only deal with the exam cycle, immediately prior to ratification of this policy.

POLICY STATEMENT

1. INTENT

In the strategic plan of WCCN the college undertakes to provide students “with the skills to be able to succeed in a rapidly changing environment” and who will

- Be able to create and apply knowledge
- Have the capacity for critical thinking
- Be able to effectively and productively make use of knowledge resources and Information and communication technology ICT for the benefits of the country

This is partly in response to the National Qualification Framework (NQF) which refers to critical cross-field outcomes (CCFO's) to indicate generic outcomes that inform all teaching and learning. There are 8 CCFO's identified by the NQF, of which one is “collecting, analyzing, organizing and critically evaluating information”.

Implicit in this is the recognition that we need to produce information literate students i.e. able to “recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

2. RELEVANT LEGISLATION

Higher Education Act (1997) (Act No. 101 of 1997).
CHE/HEQC Criteria for Institutional Audits
CHE/HEQC Criteria for Programme Accreditation
HEQSF (2013)
SAQA Level Descriptors (2012)

3. RELEVANT INSTITUTIONAL POLICIES

Language Policy
Plagiarism Policy
Teaching and Learning Policy
Information Literacy guide on Library
Moderation Policy (NQF Levels 5-8)
Key words for search Engine: Information, Literacy, Teaching

4. SCOPE

The scope of this policy is institution wide. It is applicable to all academic offerings of the college, and should therefore be understood by all academic staff, as well as academic support staff. It covers the design and curricula of all courses offered, so as to enable an appropriate level of information literacy (IL) within all courses of the university.

5. THE PURPOSE OF THIS POLICY

- To ensure that there is adequate preparation in information literacy at the appropriate level for each student of the college
- To provide a framework for determining the resources required to make adequate provision for the necessary information literacy skills within each offering of the institution
- To improve the retention and success rate of students

6. DEFINITIONS

6.1. Information Literacy Skills (Also referred to as information skills):

These include

- Knowledge of the main information sources within the student's field of study
- The ability to identify / describe a problem and accordingly formulate appropriate questions in order to obtain information, again within the students field of study
- The ability to find, evaluate, analyse, organise and use information from a variety of contexts
- To interpret information in written, numerical and graphical formats
- To integrate information with existing knowledge
- To communicate information responsibly in a contextualised manner

6.2 Information literacy is the ability to use information skills effectively within the desired context

6.3 Academic Literacy is the ability to function at an appropriate academic level in a discipline or course study.

These refer to, but are not limited to, the student's capacity to demonstrate the following:

- The ability to listen, make notes and participate orally
- The ability to read, write and think critically
- Technological abilities
- Information literacy
- Ability to interact with text

Ability to function ethically in an academic context

7 PRINCIPLES WHICH THIS POLICY STRIVES TO UPHOLD

In order to adequately comply with expectation of external and internal quality assurance bodies, as well as national frameworks for education

7.1.1. All programmes must include a component that offers the student adequate preparation in the level and use of information skills needed to function within the programme

7.1.2. The training must take into account the level of the programme, and provision should be made for more advanced training as a student advances within the levels of programmes offered by the Nursing Education Institution (NEI), WCCN.

7.1.3 These provisions are equally applicable to all undergraduates, post-graduate diplomas, short courses and programmes with returning students

7.1.4 The responsibility for the implementation of this policy is part of the normal academic management process

7.1.5 As quality assurance of programmes lies with the heads of departments (HOD's), the primary responsibility for the curriculum, implementation and monitoring of this policy lies within them

ORGANIZATION

7.2.1 Programme level

The programme convenor is responsible to ensure that information literacy is appropriately taught within each programme.

7.2.2 Committees

7.2.2.1 The appropriate WCCN committees (Academic Planning Committees, Teaching and Learning Committees and Quality Committees) to include the provision of information literacy within each programme as part of their brief.

7.2.2.2. The WCCN Language Coordinator/Academic Literacy Coordinator (or other appropriate person) be tasked with the coordination of Information Literacy development strategies within the Faculty.

7.2.3 Institutional Level

7.2.3.1 Information Literacy Sub-Committee to be appointed by the Senate Teaching and Learning Committee; to assist with the validation of programmes with regard to Information Literacy. The Sub-Committee in its turn to report to the Senate Teaching and Learning Committees.

7.2.3.2 Information Literacy Librarian to convene and coordinate the activities of the committee.

7.3 INFORMATION LITERACY ACTIVITIES

7.3.1 Programme convenors, assisted by the College structures and coordinator responsible for information Literacy, to decide as how to incorporate the appropriate interventions and activities within the programme.

7.3.2 The information Literacy Librarian will be assigned to facilitate the activities that will form part of Key Performance Areas.

7.4 FACILITIES

7.4.1 Heads of academic Departments are responsible to see that adequate facilities for the teaching of Information Skills are available

7.4.2 Heads of Departments working together with the WCCN Libraries are responsible for adequate library resources to support the use of Information Literacy Skills within each programme.

7.4.3 WCCN Libraries to be responsible for access resources with adequate budgetary provision to be made by executive management to ensure that this is possible

8. RESPONSIBILITY

- The responsibility for the policy lies with the Teaching and Learning Committee
- The responsibility for the carrying out of the policy lies with WCCN Libraries, the College management, and with each academic member of staff.
- The responsibility for adequately training members of staff to enable them to comply lies with the People Management Department

9. ACCOUNTABILITY AND AUTHORITY:

Implementation:

WCCN Libraries, all faculties, departments and Course Coordinators

Compliance:

WCCN Libraries, all faculties, departments and Course Coordinators

Monitoring and Evaluation:

Teaching and Learning Committees and the latter's Information Literacy Sub-Committee

10. POLICY STAKEHOLDERS

All academic members of staff; all persons responsible for any course design, all persons responsible for monitoring and evaluation of academic courses, all members of academic support units.

11. PROCEDURE AND IMPLEMENTATION OF POLICY

- Approval of policy and procedures by WCCN senate
- Appointment of Information Literacy Committee with the Information Literacy Librarian ex officio.
- Policy made available on Intranet
- Implementation of policy by programme convenors
- Monitoring of implementation by Information Literacy Librarian and Information Literacy Committee
- Matters relating to implementation or interpretation of policy or procedures to be referred to Information Literacy Committee, and from them to the Teaching and Learning Committee

12. RESOURCES REQUIRED

- Adequate training for staff in the design and implementation of Information Literacy
- Adequate staff to provide information literacy at the appropriate level for all students

Addendum 23

Doc. Number	WCCN/2018/32
Date Issued	2018/02/06
Revision	

ORIENTATION OF STUDENTS

All Change requests should be submitted to the College Senate

PREAMBLE

This policy is to be applied from adoption hereof.

15.SCOPE

The Policy is applicable to all students of the Western Cape College of Nursing (WCCN). This policy is part of the Quality Assurance system of WCCN and a Legislative requirement of the Public Sector

2. THE PURPOSE OF THIS POLICY

The purpose of this policy is to introduce new students to the establishment, the public health sector and higher education. Orientation will familiarize students with their role, responsibilities and communication network to enhance effective teaching and learning environment.

3. OBJECTIVES

- 3.1 To introduce the students to the place of study and work integrated learning environment
- 3.2 To reduce anxiety and uncertainty
- 3.3 To introduce the students to the training staff and support staff
- 3.4 To create a positive attitude amongst students
- 3.5 To enhance the students coping skills
- 3.6 To optimise the students development and performance
- 3.7 To clarify study directed uncertainties and guide/refer to the appropriate support services

4. DEFINITIONS

4.1 Orientation

It is a period at the beginning of the academic year at the institution during which a variety of structured events are held to welcome and introduce new students to the training programme to ensure successful outcome of studies (Booyens, 1993: 367).

5. General

This programme needs to be completed for the first five (5) days, and is the responsibility of Head of Campus and Support staff members. Orientation of students to the training programme in Nursing is a South African Nursing Council (Statutory body) requirement to training of nursing students.

5.1 Topics and events to be covered are:

5.1.1 Welcome of students and parents

On the first day of attendance the families and students will be welcomed during an official ceremony where mutual expectations and can be communicated and information be obtained as per individual needs.

5.1.2 Introduction of personnel

All personnel will be introduced inclusive of academic, support and administrative members to ensure that parents and students alike will feel comfortable to maintain contact with the academic institution.

5.1.3 Documents processing/student matters

The expectation and requirements related to all documentation regarding registration, academic matters, financial and legal matter such as contracts will be discussed and clarified with the relevant parties to avoid any misconceptions and delay in students programme.

5.1.4 Geographical tour/ orientation

A guided tour will be conducted to ensure that students are familiar with the layout of the campus to avoid any distress during the early adaptation to the unfamiliar environment.

5.1.5 Residence relocation/meals/residential rules

The students will be accompanied to the residences and introduced to the supervisors during which time all students will receive clear guidelines of the expected conduct during their stay.

Information regarding the use of alcohol, substances and nature of association will be discussed and agreed upon. Students need to sign residential rules prior to moving into residence.

5.1.6 Academia and overview of the year programme

Families and students will receive information regarding the general programme structures during the orientation as listed in 5.1.2.

The role of the South African Nursing Council and other relevant legal and ethical matters will be discussed and clarified.

Students will receive detailed information in the form of study guides and other relevant documents available on the electronic resource programs such as e.g. Blackboard.

All students will receive access to such a resource to ensure that all communication and information is accessible to all at all times.

5.1.7 Code of conduct (in class, public and at clinical facilities)

Students will all receive the Academic Rules and Regulations and any other applicable documentation. This booklet will be addressed in detail during a formal session to ensure that there will be no misunderstanding regarding the content.

The schedule of transgression will be clarified. Students will provide a written account of understanding and willingness to comply.

5.1.8 Lines of Communication

The lines of communication at the academic institution and the clinical environment will be clearly described to avoid any miscommunication. The role of the clinical supervisors and lecturer with regards to the communication with and between the academic facility and clinical services will be defined. The communication channels and support structures of the clinical services will be included in the discussion.

5.1.9 Safety & Security

Security matters are of the utmost importance and all students and family members such as parents etc. should be made aware of the security structures and requirements. The security arrangements of all areas will be discussed such as at the academic facility as well as the residences. Personal security and safety as well as that of property will be addressed.

Safety matters will be included to avoid unnecessary risks and untoward incidence such as injury, fire or violence from occurring that can lead to damage of the property and individuals harm.

5.1.10 Health, safety and wellness (immunisation, counselling, stress management and family planning)

Students and families will be made aware of support structures to address the above as well as the financial arrangements regarding the same.

Specified immunisation requirements as that for Hepatitis B will be explained and the student responsibility will be clarified and explained in accordance to the institutions expectation.

5.1.11 Available Academic Resources and support structures:

Student will be orientated to the facilities as listed and the relevant personnel will conduct a full orientation of the facility and clearly spell out the nature of the support available from each of the listed resources:

Library

Computer lab

Simulation laboratory

Electronic communication and media

5.1.12 Available student support structures:

Student Representative Council

Student Health and Wellness

Student recreation facilities

Electronic communication and media

5.1.13 Life Skills (interpersonal skills, conflict management)

The above listed skills will be included during orientation and throughout the academic programme.

5.1.14 Work Integrated Learning (WIL)

Students will be orientated to work integrated learning and adaptation to the process.

5.1.15 Study methods

Introduction to study methods

5.1.16 Uniform policy and Dress Code

Orientate students with regard to dress code attending classes, Work Integrated Learning and Identification devices.

5.1.17 Disability Policy and disclosure of disabilities

5.1.18 Disciplinary and Appeals Processes

5.1.19 Policies (Pregnancy Policy, Sexual Abuse policy, etc.)

5.2 Resources

5.2.1 Orientation programme

5.2.2 Stationery pack

5.2.3 Course guideline

5.2.4 Student Access cards

5.2.5 Human Resource department

6. PRINCIPLES WHICH THIS POLICY STRIVES TO UPHOLD

- Accountability
- Credibility
- Fairness
- Non-discriminative
- Receptive to information/change
- Service applicability
- Transparency

7. REFERENCES AND RESOURCES

Booyens, S. W. (1993) *Dimensions of Nursing Management*. Juta: Kenwyn.

Addendum 24

Doc. Number	WCCN/2018/36
Date Issued	2018/02/12
Revision	

LIBRARY ACCESS POLICY

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 and will only deal with the exam cycle, immediately prior to ratification of this policy.

16.INTENT

Western Cape College of Nursing Libraries' main purpose is to provide teaching, learning and research support to all students and staff of the Western Cape College of Nursing.

17.SCOPE

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

2. THE PURPOSE OF THIS POLICY

To develop an efficient library service that maintains and develops a quality study and research environment, protecting the rights of our patrons and sustaining the integrity of our collections.

3. DEFINITIONS

The following definitions apply to the policy development

3.1 Access- Access to the library refers to entry to the building, access to the library collection, use of computers, electronic resources and services such as printing, photocopying, binding, laminating, scanning, to library materials. It further refers to Library professional services offered to members such as information literacy training and research support. A valid student card and or staff card ensures access to the library.

3.2 Library Collection- A collection of information sources, made accessible to a defined community for teaching, learning and borrowing purposes. It provides physical or digital access to material, and includes the physical building study rooms, meeting rooms, computer labs and a virtual space.

3.4 Membership- All registered students and Staff of WCCN are members of the Library. Members must abide to the library rules and regulations. Where a member has breached Library Regulations e.g. excessive fines or persistent bad behaviour, they may be banned from entry despite having a valid identification. The following member descriptions and their privileges apply

- College Senate: (Need clarity please- Are these WCCN staff or DoH staff- may need to adjust privileges)
Borrowing quota: 3 books
Loan Period: 14 days Renewable once only
- **WCCN Staff-** Current permanent staff, Current contract staff
Borrowing quota (books, DVDs, CDs, Charts, Models): 15
Loan period (books): 60 days renewable once only
Loan period (*Academic staff only*: DVDs, CDs, Charts, Models): 3 Days (Not renewable)

Borrowing quota Short loan items: 2 items

Loan period: 2 hours No Renewals

Overnight loans: from 15:00 to 09:00 the following morning

Weekend loans: from 13:00 on Friday to 09:00 on the following Monday

- **Post basic Students-** Nursing students specialising in specialised nursing field such as Trauma and ICU

Borrowing quota (books, DVDs, CDs, Charts, Models): 8 items

Loan Period (books): 14 days Renewable twice

Loan period (DVDs, CDs, Charts, Models): 2 hours

Borrowing quota Short loan items: 2 items

Loan period: 2 hours No renewals

Overnight loans: from 15:00 to 09:00 the following morning

Weekend loans: from 13:00 on Friday to 09:00 on the following Monday

- **Undergraduate Students**

Borrowing quota: 6 books

Loan Period (books): 14 days Renewable twice

Borrowing quota Short loan items: 2 items

Loan period: 2 hours No renewals

Overnight loans: from 15:00 to 09:00 the following morning

Weekend loans: from 13:00 on Friday to 09:00 on the following Monday morning

- **WCCN Alumni-** Alumni who have graduated from WCCN may apply to WCCN Libraries for a subscription lasting 6 months or a year. The subscription is granted for research purposes only and is subject to approval.

Borrowing quota: 3 books (No short loan items)

Loan Period: 7 days Renewable once only

- **Retired Staff**

Borrowing quota: 3 books

Loan Period: 14 days Renewable once only

- **CHELSEA Members-** **agreements to be discussed**

- **External Examiners-** No borrowing privileges

- **Extramural Lecturers-** Library materials may only be borrowed if your host Department has signed surety for them in your letter of introduction.

Borrowing quota: 3 books

Loan period: 7 days Not renewable

- **Prospective Masters and PhD students**

Library materials may only be borrowed if your host Department has signed surety for them in your letter of introduction.

Borrowing quota: 3 books (No short loan items)

Loan period: 7 days Renewable once only

Note: Items that have been requested by another patron will not be renewed. The librarians may shorten the loan period of an item that has been requested by another patron.

- 4. Services and Facilities-** The following services are available upon access to WCCN libraries printing, photocopying, binding, laminating, and scanning. **Printing, binding, laminating and photocopying services are provided at a reasonable cost. Scanning is free in all branch libraries.** WCCN libraries provides computer access to internet and library resources are for WCCN staff and registered students only. Off-campus grants them access to electronic resources outside WCCN premises. Computer access is available in the library and the computer labs based on the various WCCN campuses. Access to services and facilities apply to

- Electronic resources- Library catalogue, Databases, E-journals, Repositories
- Inter Branch loans- requesting books among WCCN libraries (Athlone, Stikland, Worcester and George)
- Interlibrary Loans- Depends on CHELSA agreement

- Groups study rooms
- Meeting Rooms
- Study space
- Information literacy Training
- Research Commons (need to plan and create this, if yes then Research Data management- RDM)

5. Library Hours- The WCCN libraries hours are posted at each library and on WCCN Libraries Homepage.

Monday – Thurs: 08:00-22:00

Fri: 08:00-16:00

Closed on Public holidays and weekends

Vacations Hours (i.e. January and December) 08:00-16:00 and Closed Weekends

4. PRINCIPLES WHICH THIS POLICY STRIVES TO UPHOLD

- Credibility
- Transparency
- Universal applicability
- Fairness

ANNEXURE 1

Relevant Policies/ Procedures/ Agreements/ Guidelines

- Acquisitions policy
- Collection development internal library policy
- Collection analysis internal library policy
- Collection selection and maintenance internal library guidelines
- Information literacy policy
- Weeding procedure
- Withdrawal procedure
- RDM (Research data management)
- Open access policy
- Intellectual property
- Calico document
- Membership policy
- Library Rules and Regulations
- Loans policy
- Donations policy
- ...

Addendum 25

Doc. Number	WCCN/2018/9
Date Issued	2018/01/23
Revision	

SUBJECT REVIEW

PREAMBLE

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

1. SCOPE

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 an **educator's and student's performance** in relation to standards and qualifications. The policy outlines the process whereby such evidence is reviewed for the purpose of continuous improvement and innovation.

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)

2. THE PURPOSE OF THIS POLICY

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

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

5. REFERENCES

SAQA. 2004. Chapter 5: Review and evaluation: Quality management processes [Online] Available at: www.saqa.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]

6. RELEVANT INSTITUTIONAL POLICIES

Vision, Mission & Strategic Plan of WCCN

Assessment Policy and Procedures and Rules for Assessment

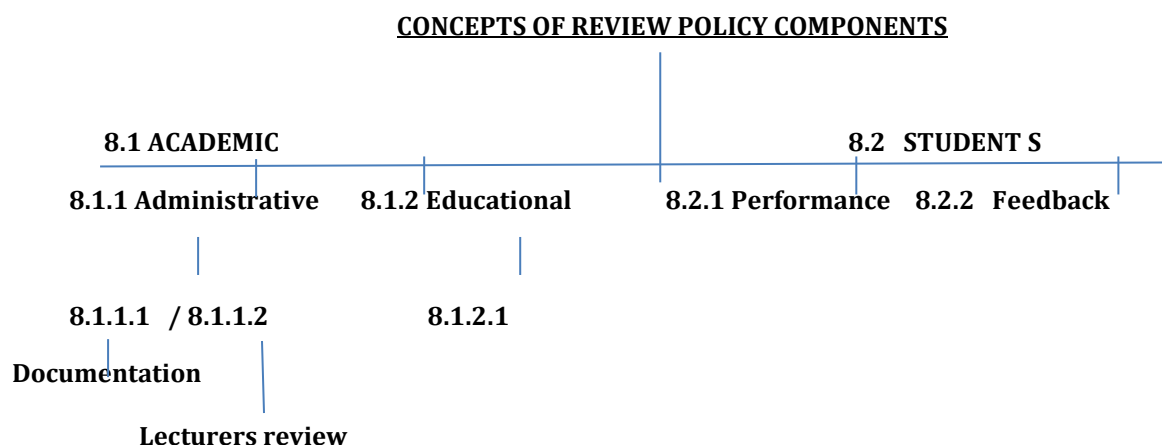
Curriculum Policy
 Workplace Learning Policy
 Policy on Academic Staff Development
 Subject Review Mechanism
 Qualification Review Mechanism
 Moderation Policy
 Student Academic Support
 WCCN (Interventions “best” practices presentations)

7. LEGISLATION

Higher Education Act (1997) (Act No. 101 of 1997).
 CHE/HEQC Criteria for Institutional Audits
 CHE/HEQC Criteria for Programme Accreditation
 HEQSF (2013)

8. REVIEW PRACTICES

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



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. 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

10. RESOURCES REQUIRED

Workshop/teaching resources

11. LIST OF REFERENCES

Refer to section 5.

	SUCCESS INDICATOR	scores			SUBJECT SCORE	COMMENT
		1	2	3		
1	Subject Guide	<i>No guide or guide does not meet standard</i>	<i>Guide meets standard</i>	<i>Guide exceeds standard</i>		
	- <i>Contains syllabus outline</i>					
	- <i>Lecture and tutorial venues and dates</i>					
	- <i>Reading and resource list (including e-learning sites)</i>					
	- <i>Full set of assessments, assessment criteria and due dates</i>					
2	Lecture venue	<i>Venue does not meet standard</i>	<i>Venue meets standard</i>	<i>Venue exceeds standard</i>		
	- <i>Seating is adequate</i>					
	- <i>Writing surfaces are adequate</i>					
	- <i>Accessible seating (e.g., for students in wheelchairs)</i>					
	- <i>Acoustics are adequate</i>					
	- <i>Ventilation, temperature, etc. are adequate</i>					
3	Media availability	<i>No media available</i>	<i>Basic media available</i>	<i>Excellent media</i>		
	- <i>Data projector and PC/laptop available</i>					
	- <i>DVD compatible</i>					
	- <i>Functional, visible screen</i>					
	- <i>Connectivity</i>					
4	Simlab facilities (only for subjects that have simlab based teaching/practical's)	n/a	<i>Adequate</i>	<i>Good</i>		
	- <i>Simlab is available and has adequate space</i>					
	- <i>Equipment and supplies are adequate and appropriate</i>					
	- <i>Clinical Supervisor is available</i>					
	- <i>Meets SANC requirements</i>					

5	Student diagnostic testing/use of LMS 'Early Warning System' - <i>NBT or other placement test has been/will be done (in the case of first year)</i>	n/a	<i>No diagnostic testing</i>	<i>Diagnostic testing</i>		
	- <i>Arrangements for early warning system/diagnostic testing</i>					
6	Resources for students - <i>Availability of textbooks (or on-line resources)</i> - <i>Library holdings</i>					
7	Lecturer's subject qualification - <i>Qualification level in the discipline/field</i>	<i>B-degree</i>	<i>M-degree</i>	<i>D-degree</i>		
8	Lecturer's educational qualification - <i>Non-formal qualifications (e.g., TDP, CHEC Short courses on teaching and learning)</i>	<i>None</i>	<i>Non-formal</i>	<i>Formal</i>		
	- <i>Formal qualification (e.g., HDHET, M Phil (Higher Education))</i>					
9	Lecturer's workload - <i>An excessive workload - more than 20 contact hours/week;</i>	<i>Excessive</i>	<i>Manageable</i>	<i>Comfortable</i>		
	- <i>A manageable workload – around 15 contact hours/week</i>			✓		
	- <i>A comfortable workload – less than 15 contact hours/week</i>					
10	Supportive environment - <i>Functionality of the environment (e.g., state of repair of buildings and equipment)</i>	<i>Not supportive</i>	<i>Moderately supportive</i>	<i>Highly supportive</i>		
	- <i>Availability of leadership, support and advice;</i> - <i>Collegiate working environment.</i>		<i>e</i>			
11	Part time lecturers (To be filled in for subjects partly or wholly taught by part-time lecturers)	n/a	<i>Hourly claim</i>	<i>Contract</i>		
12	Time allocated for students' individual study - <i>The timetabled period for individual study (e.g., in library);</i>	<i>No timetabled individual</i>	<i>N/A</i>	<i>Timetabled individual study</i>		
	- <i>There is physical space (e.g., small group meeting rooms) for individual/peer group study</i>	<i>1 study periods</i>		<i>periods</i>		
13	Subject tutors (for first year and second year subjects/courses) - <i>In the case of first year subjects, subject-based tutors have been identified and/or trained</i>	n/a	<i>Tutors not provided</i>	<i>Tutors provided</i>		

14	Peer Mentors (for first year subjects/courses) - <i>In the case of first year subjects, mentors have been identified and/or trained</i>	n/a	<i>Mentors not provided</i>	<i>Mentors provided</i>		
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)*

