




WCCN Subject review Policy

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Approved by	Position	Signature	Date
College Senate	Head of Academia		2018/05/06

All Change requests should be submitted to WCCN

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

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

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.saga.org.za/docs/guide/2004/rpl.pdf [17 January 2018]

Oxford Learners' Dictionary [Online] Available at:

<https://www.oxfordlearnersdictionaries.com/definition/english/review> [17 January 2018]

6. RELEVANT INSTITUTIONAL POLICIES

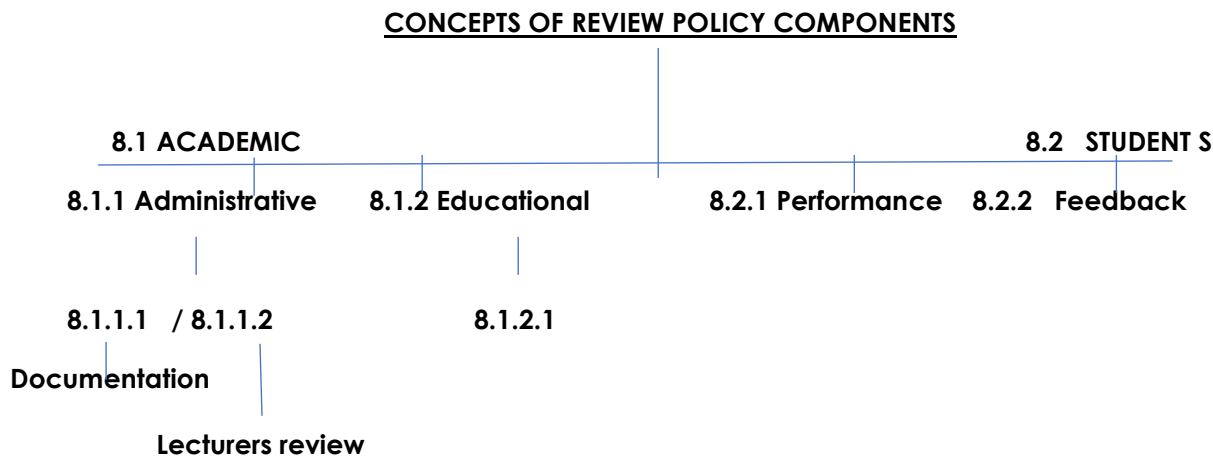
Vision, Mission & Strategic Plan of WCCN
Assessment Policy and Procedures and Rules for Assessment
Curriculum Policy
Workplace Learning Policy
Policy on Academic Staff Development
Subject Review Mechanism
Qualification Review Mechanism
Moderation Policy
Student Academic Support
WCCN (Interventions "best"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

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- 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.

Annexure 1



INVENTORY OF SUBJECT SUCCESS INDICATORS

	SUCESS INDICATOR	scores			SUBJECT SCORE	COMMENT
		1	2	3		
1	Subject Guide	No guide or guide does not meet standard	Guide meets standard	Guide exceeds standard		
	- Contains syllabus outline					
	- Lecture and tutorial venues and dates					
	- Reading and resource list (including e-learning sites)					
	- Full set of assessments, assessment criteria and due dates					
2	Lecture venue	Venue does not meet standard	Venue meets standard	Venue exceeds standard		
	- Seating is adequate					
	- Writing surfaces are adequate					
	- Accessible seating (e.g., for students in wheelchairs)					
	- Acoustics are adequate					
	- Ventilation, temperature, etc. are adequate					
3	Media availability	No media available	Basic media available	Excellent media		
	- Data projector and PC/laptop available					
	- DVD compatible					
	- Functional, visible screen					
	- Connectivity					
4	Simlab facilities (only for subjects that have Simlab based teaching/practical's)	n/a	Adequate	Good		
	- Simlab is available and has adequate space					

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	<ul style="list-style-type: none"> - Equipment and supplies are adequate and appropriate 					
	<ul style="list-style-type: none"> - Clinical Supervisor is available 					
	<ul style="list-style-type: none"> - Meets SANC requirements 					
5	<p>Student diagnostic testing/use of LMS 'Early Warning System'</p> <ul style="list-style-type: none"> - NBT or other placement test has been/will be done (in the case of first year) 	n/a	No diagnostic testing	Diagnostic testing		
	<ul style="list-style-type: none"> - Arrangements for early warning system/diagnostic testing 					
6	<p>Resources for students</p> <ul style="list-style-type: none"> - Availability of textbooks (or on-line resources) - Library holdings 					
7	<p>Lecturer's subject qualification</p> <ul style="list-style-type: none"> - Qualification level in the discipline/field 	B-degree	M-degree	D-degree		
8	<p>Lecturer's educational qualification</p> <ul style="list-style-type: none"> - Non-formal qualifications (e.g., TDP, CHEC Short courses on teaching and learning) 	None	Non-formal	Formal		
	<ul style="list-style-type: none"> - Formal qualification (e.g., HDHET, M Phil (Higher Education)) 					
9	<p>Lecturer's workload</p> <ul style="list-style-type: none"> - An excessive workload - more than 20 contact hours/week; 	Excessive	Manageable	Comfortable		
	<ul style="list-style-type: none"> - A manageable workload – around 15 contact hours/week 			✓		
	<ul style="list-style-type: none"> - A comfortable workload – less than 15 contact hours/week 					
10	<p>Supportive environment</p> <ul style="list-style-type: none"> - Functionality of the environment (e.g., state of repair of buildings and equipment) 	Not supportive	Moderately supportive	Highly supportive		
	<ul style="list-style-type: none"> - Availability of leadership, support and advice; - Collegiate working environment. 		e			
11	<p>Part time lecturers (To be filled in for subjects partly or wholly taught by part-time lecturers)</p>	n/a	Hourly claim	Contract		
12	<p>Time allocated for students' individual study</p> <ul style="list-style-type: none"> - The timetabled period for individual study (e.g., in library); 	No timetabled individual	N/A	Timetabled individual study		

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	<ul style="list-style-type: none"> - <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) <ul style="list-style-type: none"> - <i>In the case of first year subjects, subject-based</i> - <i>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) <ul style="list-style-type: none"> - <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)



ANNEXURE 2

SUBJECT FILE CHECKLIST

Semester: _____ Year of Study: _____ Credits: _____ Campus: _____
 ITS Code: _____ Subject: _____ Date: _____
 Checked by: _____

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

Air/program/guideline 2nd cycle of programme reviews 2015

Annexure 3
SUBJECT REVIEW MECHANISM



Phase 1: Departmental (Integrity of the marks)

TIMELINE:

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

OBJECTIVES:

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

DESCRIPTION:

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

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

The HOD then convenes a departmental subject review meeting.

INFORMATION REQUIRED: (from Lecturers to HOD`s)

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

REPORTS TO BE GENERATED: (from HODs/Departments)

- Sign of Mark Sheets:
- HOD
- Lecturer



Annexure 3
Phase 2: Departmental (Interventions discussion)

<p>TIMELINE: Continuously Prior to commencement of employee personal appraisal meetings. Quarterly review</p>
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To review lecturer, moderator and student feedback on teaching • To review previous interventions • To plan and develop appropriate teaching and learning interventions for at-risk subjects • To identify subjects repeatedly at-risk, for in-depth subject analysis • To ascertain why monitoring mechanisms for at-risk students have failed or succeeded • To recommend appropriate actions/remedies for at-risk students • To identify 'best' practices • To prepare departmental summary reports.
<p>DESCRIPTION:</p> <p>Lecturers present at-risk subject lecturer reports (which includes a summary of the subject evaluations by students) to HOD.</p> <p>Lecturers present excellent pass rates (above 80%) with a view to identifying possible 'best' practices and to ascertain whether these rates reflect high standards related to the relevant HEQF level.</p> <p>The HOD leads a departmental discussion to review previous interventions, plan and develop appropriate teaching and learning interventions for at-risk subjects, and identify subjects that have been repeatedly at-risk across subject review processes, for in-depth subject analysis.</p> <p>The HOD leads a departmental discussion to ascertain why monitoring mechanisms for at-risk students have failed and recommends appropriate actions/remedies for at-risk students.</p> <p>The HOD does analysis of the departmental subject review and prepares the following for the faculty:</p> <ul style="list-style-type: none"> • At-risk subject summary • Summary of interventions to be implemented
<p>INFORMATION REQUIRED:</p> <ul style="list-style-type: none"> • Results summary • At-risk subject summaries
<p>REPORTS TO BE GENERATED: (from HODs/Departments)</p> <ul style="list-style-type: none"> • At-risk subject lecturer reports • List of subjects repeatedly at-risk • List of at-risk students per level • Overall success summary • At-risk subject summary • Summary of at-risk subject/at-risk student interventions to be implemented

Annexure 4

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

TIMELINE: At Academic Review meetings continuously
OBJECTIVES: <ul style="list-style-type: none">• To present departmental subject review summaries• To present and share 'best' practices• Presentation• To prioritize faculty-wide interventions• To analyze trends in completion rates, throughput rates, success rates, retention rates and graduation rates
DESCRIPTION: <p>A panel consisting of:</p> <p>The HOD should be accompanied by, at least, the departmental teaching and learning representative and a senior lecturer.</p> <p>Each panel member will have an opportunity to respond to the presentation.</p> <p>Interventions are determined and prioritized by and coordinated by the Lecturer and HOD.</p>
INFORMATION REQUIRED: <ul style="list-style-type: none">• Departmental subject review summaries
REPORTS TO BE GENERATED: <ul style="list-style-type: none">• Analysis of the subject review summaries across faculty• Faculty-wide interventions• Programme for faculty 'sharing-of-practices' session



Annexure 4



Phase 4: Departmental (Implement interventions)

<p>TIMELINE:</p> <p>Yearly</p>
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To implement departmental wide interventions • To review efficacy of previous interventions • To analyze subjects repeatedly at-risk • To provide departments with empirically based information on how to improve learning in subjects repeatedly at-risk • To implement and monitor recommendations from in-depth subject analysis
<p>DESCRIPTION:</p> <p>The HOD co-ordinates the implementation of departmental interventions, and regularly reviews the efficacy of these interventions.</p> <ul style="list-style-type: none"> • Briefing session with main staff teaching the subject • Interview/focus group with allied lecturers and tutors • Observation/videotape of classroom session/practical • Professional dialogue between lecturer and another peer • Student interviews • Analysis of teaching and learning materials and samples of students' work • Detailed marks analysis is undertaken to: <ul style="list-style-type: none"> o Obtain weighted marks and full description of what marks are for o Obtain marks for other subjects in that semester (check subject marks against one another) o Check for anomalies (across different assessments - different marks for tests, assignments, practical's) o Analyze changes in overall marks in the semester/year for improvement or degeneration o Analyze mark trends in at-risk subject and correlations with marks in other subjects, particularly cognate subjects (like Maths) <p>The HOD takes responsibility for the implementation and monitoring of the recommendations from in-depth subject analysis report.</p>
<p>INFORMATION REQUIRED: (from department)</p> <ul style="list-style-type: none"> • Access to allied staff, students, classroom/practical, marks for repeatedly at-risk subject/s • Teaching and learning materials (such as textbooks, lecture notes, worksheets, assessment tasks, etc.) for repeatedly at-risk subject/s
<p>REPORTS TO BE GENERATED:</p> <ul style="list-style-type: none"> • In-depth subject analysis report to relevant parties i.e. • Faculty management • Senate.



ANNEXURE 5

AT-RISK SUBJECT LECTURER REPORT

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

DATE OF EVALUATION :
 DEPARTMENT :
 SUBJECT :
 GROUP :
 CODE :
 LECTURER/S :
 MODERATOR/S :
 (a) Number of students registered :
 (b) Number of passes :
 (c) % Passes :
 (d) Number of distinctions :

If the pass-rate is less than 60%, please state possible reasons why it is less than 60% and suggest interventions

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

SIGNATURE:

DATE:



ANNEXURE 6.1



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

ANNEXURE 1

WESTERN CAPE COLLEGE OF NURSING

ATTACHMENT A: EXAMPLE: FORMATIVE FEEDBACK

FORMATIVE FEEDBACK FORM

Subject:

Lecturer:

Topic:

Date:

The ONE thing that I found most difficult in this session was

.....



**ANNEXURE 6.2
FROM STUDENT FEEDBACK**

STUDENT FEEDBACK ON TEACHING

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

INSTRUCTIONS (applicable when working on a hard copy)

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

DO NOT SUPPLY YOUR NAME OR STUDENT NUMBER.

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

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

SUBJECT..... LECTURER.....		I have a problem	Not Satisfactor	Acceptabl e	Quite Good	Excellent	Not Applicabl
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. The lecturer makes the subject interesting.						
7.	I understand the explanations given by this lecturer.						
8.							
9.	The lecturer's presentations are well-planned.						
10.	The lecture notes and hand-outs are of a high standard.						
11.	The lecture notes and hand-outs are available when needed.						
12.	All sections of the class work are given a fair amount of time.						
13.	The lecturer gives clear guidelines on the standard of work expected from us.						
14.	The way the lecturer controls the class contributes positively to my learning experience.						

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<p>15. 16. 17. 18. 19. 20.</p>	<p>The lecturer encourages questions during class. My fellow-students have contributed positively to my learning experience in class. I am happy with the amount of practical work we've been exposed to. We were given enough homework to be able to understand the work. I am happy with the help I got from tutors. The type of media (Overhead slides, PowerPoint, e-Learning, etc) the lecturer used in class was used effectively to explain the work.</p>						
<p>21. 22. 23. 24. 25. 26. 27. 28. 29.</p>	<p>Every time we had an assessment task, the instructions were clear. It is usually clear what we have to do to get the marks. All our assessment tasks covered to the work we were taught. All tests / assignments were given back within a reasonable time The lecturer's feedback comments on tests / assignments were useful. The marks I received were fair for the work that I put in. There were enough tests and assignments for me to be able to measure my progress. Test questions mostly required an in-depth understanding of the subject. Test questions are mainly typing we had done before.</p>						