




**WESTERN CAPE COLLEGE OF NURSING (WCCN) STANDARD  
OPERATIONAL PROCEDURE (SOP) MANAGING STUDENTS, ASSESSMENTS AND SUBJECTS AT RISK**

<b>STANDARD OPERATIONAL PROCEDURE (SOP) MANAGING STUDENTS, ASSESSMENTS AND SUBJECTS AT RISK</b>	
<b>Compiled by: WCCN HOC's, HOD's</b>	
<b>2016</b>	
<b>Signature:</b> 	
<b>Updated and changed 17 October 2021 17 April 2024 Rebranded</b>	
<b>Definitions</b>	<p><b>Academic:</b> Theoretical and practical components related to the studies towards a specific qualification as accredited by the SANC.</p> <p><b>Continuous Subject review:</b> A process where evidence is collated of all activities undertaken by HOD(WCCN) and marks review committee in respect of identification and remedial actions of students and subjects at risk. This evidence will be availed at during final Subject Review.</p> <p><b>Feedback to students:</b> Providing an opportunity for students to view their marked assessment tasks with the focus on learning from assessments to improve learning.</p> <p><b>Marks review committee:</b> The marks review committee comprising of HOD (WCCN) and subject lecturers. This committee will identify at risk students and subjects after each Summative Assessment results are available.</p> <p><b>Remedial Actions:</b> Actions to improve learning and teaching based upon evaluation of results, students' individual circumstances and alignment of teaching learning and assessment practices.</p> <p><b>Remedial Plan:</b> A plan devised by subject HOD's (WCCN) and subject lecturers to improve learning and teaching. Interventions will be standardized but may be presented at different times.</p> <p><b>Student:</b> An individual registered at the WCCN for the exclusive purpose of study resulting in registration of a qualification with the SANC.</p> <p><b>Students at risk:</b> Students who do not pass an assessment in one subject will be investigated to determine performance in other subjects at the same level. Students who do not pass assessments in two subjects will be regarded as a student at risk.</p>



	<p><b>Subjects at risk:</b> A subject will be regarded as subject at risk if cumulative pass rate is less than 60% or if the subject had a pass rate of less than 60% in the previous academic year.</p> <p><b>Support:</b> 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).</p>
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>Identifying at-risk assessments (under 60% pass rate for a primary assessment for multi campus level)</li> <li>To identify at-risk students (early identification after failing an assessment)</li> <li>To identify at-risk students (failing more than 50% of subjects)</li> <li>To identify at-risk subjects (under 60% pass rate)</li> </ul>
<b>Identifying at-risk assessments (under 60% pass rate for a primary assessment for all campuses)</b>	
<b>Steps in identification and management of an assessment at risk- under 60% pass rate for a primary assessment multi-campus</b>	<ol style="list-style-type: none"> <li>Determine number of students who failed a primary assessment on multi campus level when processing the marks.</li> <li>Inform the HOD of the assessment at risk.</li> <li>Determine reasons for poor performance, assess the student feedback on teaching forms as well for this subject.</li> <li>If under 60% pass rate for the primary assessment inform the moderator in the moderator`s report.</li> <li>After moderation, if the pass rate is still under 60% utilise the deferred\re-assessment paper (moderated) as an assessment at risk or in case of clinical learning assessment the deferred\re-assessment.</li> <li>HOD inform the students regarding the assessment at risk, the date, time, and venue of assessment.</li> <li>HOD informs the students of the date of the feedback sessions regarding the assessment at risk and provide feedback to the students.</li> <li>Have remedial sessions with these students on a multi campus level.</li> <li>All students are granted another assessment. It is the students` own choice to write the assessment or redo the clinical assessment or not. The better of the two marks will be utilised (primary assessment mark or assessment at risk mark).</li> <li>HOD Provides a detailed report regarding the assessment at risk, management of the assessment at risk and the outcomes to the WCCN</li> </ol>



	<p>Academic Head and keep records in subject review file (See Addendum 1).</p> <p>11. Alignment with other policies and procedures: WCCN Marking SOP, Moderation SOP, Publication of marks and Assessment Tasks SOP.</p>
<b>To identify at-risk students</b>	
<b>Steps in early identification of a student when failing an assessment</b>	<ol style="list-style-type: none"> <li>1. Determine students who failed an assessment.</li> <li>2. Compare results in other subjects at same level.</li> <li>3. 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\lecturer.</li> <li>4. Schedule interview with students using a standardised interview schedule immediately after publication of results (see Addendum 2).</li> <li>5. Document findings and share with educators at same level and HOD.</li> <li>6. Implement remedial actions.</li> <li>7. The HOD and lecturers have follow-up appointments with students.</li> <li>8. Submit reports to HOD and file in subject review file and complete Addendum 6 to be included in the Senate report.</li> <li>9. Conduct student feedback after each block period and submit to HOD (See Addendum 5).</li> </ol>
<b>Steps in identification of a student at risk (failing more than 50% of subjects)</b>	<ol style="list-style-type: none"> <li>1. Determine students who failed a subject.</li> <li>2. Compare results in other subjects at same level.</li> <li>3. Identify students who failed more than one subject.</li> <li>4. Students will be notified both verbally and in writing, immediately after publication of marks they meet one of the risk criteria. The notification will advise that the student must communicate with the Subject HOD.</li> <li>5. Schedule interview with students using a standardized interview schedule (see Addendum 2). The HOD will outline all the options\remedial actions available to the student.</li> <li>6. Implement remedial actions.</li> <li>7. If a student continues to make unsatisfactory progress, they may be asked to show reason why they should not be excluded from the course.</li> <li>8. Document findings and share with educators at same level and Head of Academia.</li> </ol>



	<p>9. Have follow-up appointments with students.</p> <p>10. Submit reports to HOD and file in subject review file.</p> <p>11. Conduct student feedback after each block period and submit to HOD (see Addendum 5).</p> <p>12. Alignment with other processes: WCCN Marking SOP, Moderation SOP, Publication of marks and Assessment Tasks SOP.</p>
<p><b>Scope of remedial action/</b></p>	<ul style="list-style-type: none"> <li>• A remedial plan must be developed and in place at the beginning of each semester.</li> <li>• Remedial plan must be standardised across campuses in terms of actions and content. Scheduling may differ to accommodate local differences at each campus.</li> <li>• Remedial plan must outline all related aspects such as <ul style="list-style-type: none"> <li>○ Financial requirements of student</li> <li>○ People management</li> <li>○ Student counseling\Metropolitan referral unit</li> <li>○ Peer teachers identified</li> <li>○ Deferment of the subject or year</li> <li>○ Assistance with academic and learning skills</li> <li>○ Assistance with language skills</li> <li>○ Assistance with personal issues</li> <li>○ Mentoring by academic staff</li> <li>○ Referral</li> <li>○ Follow-up</li> </ul> </li> <li>• Remedial classes may be scheduled during theoretical and clinical learning placement period (lecturers per subject per campus responsible to schedule their own remedial sessions taking into consideration central macro plan on the number of remedial to be planned per subject and to take into consideration logistical challenges and available budget).</li> <li>• Do a formative assessments during remedial classes to monitor understanding and learning.</li> <li>• Lecturer will sign clinical learning book/attendance register/academic progress record for attending remedial classes where applicable.</li> <li>• Attendance register for remedial classes must be maintained, recorded in the register and a copy thereof submitted to HOD and a copy kept in the subject review file.</li> </ul>
<p><b>At-risk subjects (under 60% pass rate)</b></p>	



<b>Steps in identification of at-risk subjects (under 60% pass rate)</b>	<ol style="list-style-type: none"> <li>1. Determine students who failed a subject at the end of semester or year, under 60% pass rate.</li> <li>2. Compare results in other subjects at same level.</li> <li>3. Document findings and share with educators at same level and Head of Academia.</li> <li>4. Conduct student feedback after each block period and submit to HOD (See Addendum 5).</li> <li>5. Complete at-risk subject lecturer report (See Addendum 3).</li> <li>6. Complete the department of inventory of subject success indicators (See Addendum 4).</li> <li>7. Submit reports to HOD and file in subject review file.</li> </ol>
<b>Interventions for at-risk subjects (under 60% pass rate)</b>	<ul style="list-style-type: none"> <li>• Feedback to be included in the Departmental quality improvement plan (DQIP) report.</li> </ul>
<b>Alignment with other processes</b>	
<b>Alignment</b>	<ul style="list-style-type: none"> <li>• WCCN Marking SOP, Moderation SOP, Publication of marks and Assessment Tasks SOP.</li> <li>• Assessment Policy</li> <li>• Subject review policy</li> <li>• Student at risk policy</li> <li>• Student reflection on learning and teaching policy</li> <li>• Student academic support policy</li> <li>• Policy on the setting and handling of assessment papers and scripts across a multi campus setup.</li> </ul>

#### Addendum 1



**AT-RISK ASSESSMENT REPORT**

**DEPARTMENT OF .....**

**AT-RISK ASSESSMENT 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 LECTUER: ..... DATE:

SIGNATURE HOD: .....



**Addendum 2**



**WESTERN CAPE COLLEGE OF NURSING**



**STUDENT INTERVIEW AND MARKS REVIEW**

Nature of meeting:			
Date:		Time:	
Venue:			
Attendees:			
Reason for meeting: (Tick the correct box)	Marks Review	Student academic support	Other: (clarify)
Clarify the purpose of the meeting. Encourage participation. Develop a working proposal. Agree on actions and set a follow-up meeting.			
Main Points			
Outcome and Way Forward			
Signatures:			
HOD\Lecturer \ mentor:			
Student:			

**Addendum 3**



**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 :  
 (e) Number of students registered :  
 (f) Number of passes :  
 (g) % Passes :  
 (h) 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 LECTUER: ..... DATE:  
 SIGNATURE HOD: .....





Addendum 4



INVENTORY OF SUBJECT SUCCESS INDICATORS



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



	and has adequate space					
	- Equipment and supplies are adequate and appropriate					
	- Clinical Supervisor is available					
	- Meets SANC requirements					
<b>5</b>	<b>Student diagnostic testing/use of LMS 'Early Warning System'</b> - NBT or other placement test has been/will be done (in the case of first year)	<b>n/a</b>	<b>No diagnostic testing</b>	<b>Diagnostic testing</b>		
	- Arrangements for early warning system/diagnostic testing					
<b>6</b>	<b>Resources for students</b> - Availability of textbooks (or on-line resources) - Library holdings					
<b>7</b>	<b>Lecturer's subject qualification</b> - Qualification level in the discipline/field	<b>B-degree</b>	<b>M-degree</b>	<b>D-degree</b>		
<b>8</b>	<b>Lecturer's educational qualification</b> - Non-formal qualifications (e.g., TDP, CHEC Short courses on learning and teaching)	<b>None</b>	<b>Non-formal</b>	<b>Formal</b>		
	- Formal qualification (e.g., HDHET, M Phil (Higher Education))					
<b>9</b>	<b>Lecturer's workload</b> - An excessive workload - more than 20 contact hours/week;	<b>Excessive</b>	<b>Manageable</b>	<b>Comfortable</b>		
	- A manageable workload – around 15 contact hours/week			✓		



	<ul style="list-style-type: none"> <li>- A comfortable workload – less than 15 contact hours/week</li> </ul>					
10	<b>Supportive environment</b> <ul style="list-style-type: none"> <li>- Functionality of the environment (e.g., state of repair of buildings and equipment)</li> </ul>	<b>Not supportive</b>	<b>Moderately supportive</b>	<b>Highly supportive</b>		
	<ul style="list-style-type: none"> <li>- Availability of leadership, support and advice;</li> <li>- Collegiate working environment.</li> </ul>		e			
11	<b>Part time lecturers (To be filled in for subjects partly or wholly taught by part-time lecturers)</b>	n/a	<b>Hourly claim</b>	<b>Contract</b>		
12	<b>Time allocated for students' individual study</b> <ul style="list-style-type: none"> <li>- The timetabled period for individual study (e.g., in library);</li> </ul>	<b>No timetabled individual</b>	<b>N/A</b>	<b>Timetabled individual study</b>		
	<ul style="list-style-type: none"> <li>- There is physical space (e.g., small group meeting rooms) for individual/peer group study</li> </ul>	<b>I study periods</b>		<b>periods</b>		
13	<b>Subject tutors (for first year and second year subjects/courses)</b> <ul style="list-style-type: none"> <li>- In the case of first year subjects, subject-based</li> <li>- tutors have been identified and/or trained</li> </ul>	n/a	<b>Tutors not provided</b>	<b>Tutors provided</b>		
14	<b>Peer Mentors (for first year subjects/courses)</b> <ul style="list-style-type: none"> <li>- In the case of first year subjects, mentors have been identified and/or trained</li> </ul>	n/a	<b>Mentors not provided</b>	<b>Mentors provided</b>		



**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)*



**Addendum 5**

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 a Black pen.
- Fill in the following fields on the (pink) scanner sheet: DATE, COURSE and SUBJECT.

DO NOT SUPPLY YOUR NAME OR STUDENT NUMBER.

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

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

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

<p>16. 17. 18. 19. 20.</p>	<p>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 types we had done before.</p>						



Addendum 6

**Recordkeeping of support offered to students**

<b>CAMPUS</b>	<b>BOLAND OVERBERG</b>	<b>METRO</b>	<b>SOUTHERN CAPE KAROO</b>	<b>PROGRAMME</b>	<b>R 169</b>	<b>R171</b>	<b>R174</b>
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<b>ACADEMIC YEAR</b>	<b>1<sup>st</sup> year</b>	<b>2<sup>nd</sup> year</b>	<b>3<sup>rd</sup> year</b>	<b>4<sup>th</sup> year</b>	<b>REPORT PERIOD</b>	<b>JAN - MAR</b>	<b>APR - JUN</b>	<b>JUL - SEP</b>	<b>OCT - DEC</b>
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<b>LECTURER:</b>	<b>Contact number:</b>	<b>SUBJECT</b>
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Date	Student	S. number	Challenge	Support offered to student	Comment

Date sent to Head of Department: \_\_\_\_\_

