



Doc. Number	WCCN/2022/1
Date Issued	2022/09/06
Revision	

General lecturers guide

Author	Position	Signature	Date
Policy development task team			

Approved by	Position	Signature	Date
College Senate	Head of Academia and Research		

PREAMBLE

This guideline will assist lecturing staff with application of policies lecture presentation and quality assurance procedures. This guideline has been prepared by the Head of Academia and Research and the HOD Teaching and Learning

Vision and Mission

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

- envisages graduates who:

Will embody and practice caring at all levels and in all spheres of nursing and society. These graduates will portray irreproachable responsibility and accountability to become nurse leaders in both South Africa and beyond its borders. The graduates will positively influence local, national and international nursing standards and function as equal members of the inter-professional health teams. The graduates and students will 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.

- envisages a College which:

Facilitates a learning environment where research and evidence-based knowledge is generated and shared. The college will facilitate learning and teaching which follows a student centered approach through encouraging innovative teaching and blended learning through the use of technology and multimodal teaching approaches to further enhance the graduate's ability to practice in a scientifically driven environment. The College envisions to inculcate into the students to be life-long learners who stays abreast of all developments in health care, showing leadership in nursing, influence professional nursing standards in both South Africa and in the international arena. The college will encourage nurses to embrace and demonstrate and demonstrate strong enthusiasm in conducting research.

The WCCN:

The WCCN provides high quality education and training programmes to provide for various categories of nurses who must meet the health needs of the Western Cape Province and all other communities in South Africa, therefore community based curricula in keeping with the policy directives of the Department of Health is presented. The WCCN functions in a multi campus set-up encompassing the Cape Metropole, Boland Overberg district and the Southern Cape Karoo district to ensure optimal utilisation and sharing of resources within the multi-campus system and taking education to the community.

The WCCN further engages in research and services, in partnership with educational institutions and community stakeholders with an enhancement of the awareness of sustainable environmental practices.

1. INTRODUCTION

The scope of this booklet is not to provide a comprehensive guide to lecturing. Instead, the focus is to assist the lecturer with lecture, assessment preparations and the application of quality assurance policies and standard operating procedures.

This guide must be used in conjunction with all the policies and procedures of the WCCN.

Your Head of Campus will allocate you to another lecturer in a buddy system to assist with your orientation into your new role. May you enjoy your new position and journey with us in education.

The current lecturing staff will receive a copy of this guideline to allow for the alignment of programmes and practices across a multi campus setup. All campuses must follow the same curricula, assessments and quality assurance guidelines. The further aim of alignment is to ensure successful accreditation by CHE and SANC and readiness for programme reviews as per CHE.

2. Lines of communication

As a lecturer you will be appointed to a programme and a subject. For all academic related subject purposes your communication will be linked to the Head of the Programme. For any other academic matters, you may communicate directly with the Head of Academia and Research and the Head of Department Learning and teaching.

Any human resource related matters will be addressed with your Head of Campus. Your Head of Campus will be responsible for your performance agreement and performance reviews. The Head of Campus will do your performance review in consultation with the Head of Programme.

The WCCN supports an open-door policy.

Any academic related matters not addressed by the HOD of the Programme may be escalated to the Head of Academia and Research. Any decision making around academic matters (which falls outside the ambit of our current policies) will be tabled at the Academic Governance meeting and referred to Senate for ratification if necessary.

The WCCN has two governance structures namely the council which is the highest authority and the senate being the highest academic decision-making authority. Higher education Act No 101 of 1996 (South Africa: 1997)

3. WCCN Senate

Senate is the highest academic decision-making authority at an HEI as per section 27 of the Higher Education Act No 101 of 1997. All academic programmes and curricula, assessments schedules and master educational plans are ratified by Senate. Senate also makes decisions in terms of academic matters which falls outside the ambit of the WCCN academic policies. Lecturers are nominated to serve on Senate and are appointed for a duration of 5-years.

4. College Council

The WCCN college is the highest governing body of the WCCN. The members of College Council are determined by the Higher Education Act and the WCCN Institutional statute. College council makes decisions on student tariffs, programmes implemented and ratifies students selected to the programme. The majority of the appointments for WCCN College Council are persons external to the WCCN inclusive of ministerial appointments.

5. Programme accreditation

WCCN as an HEI is accountable to both the South African Nursing Council and the Council of higher education for the accreditation of programmes. Programmes are dually accredited and then the CHE submits accreditation letters to the South African Qualifications Authority (SAQA) who will then issue the WCCN with a SAQA ID before any programme can be presented.

6. Library

The library at each campus is accessible to all lecturing staff and students, staff will be registered as patrons of the library. There are restrictions on the loaning of prescribed books. The librarian at each campus will form part of your official orientation programme. The librarian will be able to assist you with matters such as referencing, using ebscohost <http://search.ebscohost.com> and google classroom. Please refer to the WCCN No 36 Library Access Policy.

7. Function and structure

Upon your appointment as a lecturer, you will be allocated to a specific programme and a specific subject. These decisions are made annually at the Function and Structure meeting. The purpose of the function and structure meeting is to ensure that we have sufficient manpower to cover all the different subjects in the different courses for which the WCCN is accredited. Heads of Campuses will compile the function and structure and submit it to the HOD of the different programmes, HOD Learning and Teaching and the Head of Academia and Research. This function and structure will cover both the theoretical component and the work integrated learning components of the programme. All lecturers are required to accompany all students when in the clinical services.

8. HOD and other lecturing structures

Each programme offered by the WCCN has its own Head of Department. i.e. the HOD in charge of the programme, the HOD has a multi Campus function to ensure that the particular programme is implemented similarly across all three campuses.

HOD's are in office at the Central Campus and will visit the three campuses of the WCCN, namely Metro Campus in Athlone, Southern Cape Karoo in George and the Boland Overberg Campus in Worcester.

Any academic and programme matters are to be discussed with the HOD of the programme, lectures have free access to the HOD as head of the programme and the line of communication is open to the HOD. If an HOD cannot resolve an issue it can be discussed with the HOC Academia or HOC of Campus. If an HOD fails to respond to an issue the lecturer can report this directly to Head of Campus for escalation.

The Head of Academia and Research is a vice principle responsible for the multi campus implementation of all programmes, quality assurance and research.

The Head of Academia and Research will have weekly Academic meetings with all HOD's to discuss the day-to-day operationalisation and quality assurance of all academic programmes. The Head of Academia and Research reports directly to the Principal of the College and provides feedback to the Heads of Campuses at the Academic Governance meeting.

The Head of Academia and Research signs off on all study guides, the master educational plan and the Work integrated learning and placement plans.

Each HOD of a programme can identify subject coordinators who will coordinate the setting of assessments across the multi campuses. This is not a formal position but works on a rotational basis across different campuses. This forms part of career path development of lecturers and serves to enhance efficacy across the multi campus setup.

9. Ordering of textbooks and desk copies

As the annual booklist is updated, the HOD of every programme is responsible for the ordering of textbooks and desk copies. It is the responsibility of the lecturer to inform the HOD of changes in the prescribed books. This would allow the HOD to timeously order the books as per the Supply Chain Management processes of the department of health and wellness. The Librarian at Metro campus can assist with the ordering of books and desk copies for the lecturing staff.

10. Study guides and clinical learning guides\workbooks)

Each programme and each subject in the particular programme have its individual study guides and clinical learning guides.

These study guides are updated annually, and the due date is usually in the beginning of September for the next academic year. These study guides are not re-written annually, they are merely updated to reflect the academic staff responsible for the particular year and update their details and also to update the assessment dates for the year.

The HOD teaching and Learning will send out a reminder for the update of these learner guides. Once the Learner guides are proofread and updated it will be signed off by the Head of Academia and Research.

11. Breakdown of learning time and subject templates

Each accredited programme has a breakdown of learning time and subject templates as approved by SANC and CHE. The Breakdown of learning time cannot be changed and planning of the theoretical and clinical programme is based on this breakdown. The subject templates cannot be changed unless discussed with the HOD Teaching and Learning and Head of Academia and Research. The Quality assurance team will monitor the adherence to this criterion.

12. Assessment schedule

The assessment schedule is planned annually and must be completed by September of the previous year. All lecturing staff are required to provide input into the assessment schedule and must ensure that as far as possible there is no clash of assessments within a particular programme. The assessment schedule once completed is signed off by the Head of Academia and Research. This assessment schedule is then presented to the WCCN Senate for final ratification. Changes cannot be made to this schedule without the approval of the WCCN Senate. Lecturers are required to adhere to the assessment schedule which includes time for setting of assessments, courier, marking, moderation and reassessments.

Persons not adhering to the assessment schedule are putting the WCCN programmes at risk and may face disciplinary action.

13. Master Educational Plan

A Master educational plan for the academic year is drawn up annually. Input is required from all academic staff. This function is coordinated by the HOD Learning and Teaching. All campuses of the WCCN follow the same Master Educational Plan. This plan is also presented to the WCCN Senate for ratification. Amendments to this plan must be managed by the Academic Governance meeting for input to and the approval of Senate. The academic year plan may be affected by national disasters such as the 2020 Covid pandemic. Changes to this plan must be discussed multi campus and with the input from

all stakeholders. The master educational plan is circulated to all academic staff for the purpose of micro planning.

14. Subject coordinator

The HOD of a programme may identify subject coordinators who ensure that the campuses coordinate their class rosters, assessment setting and marking. The subject coordinator function will rotate between lecturers at different campuses on an annual basis as this forms part of career path development. Subject coordinators are not responsible for all the work in a particular subject, they are responsible to coordinate processes across the multi campus setup. The respective campuses may also identify a WIL coordinator for the particular subject at each campus to ensure smooth running of the programmes.

15. Assessments

The WCCN follows a system of continuous assessments both formative and summative. Lecturing staff are responsible for the setting of assessments. Please acquaint yourself with the Standard Operating Procedure for assessments.

In the continuous assessment system Formative Assessments and Summative Assessments must have similar content and must be the same type of assessment.

Formative assessments are not sent to the Moderator.

Formative assessments are not printed at Central Administration

Formative assessments must be returned to the students

Being part of an institution with a multi campus set up can be quite daunting in that all assessments must be set up by representatives from all campuses. The respective lecturers are encouraged to submit questions to be included in the formative and summative.

All campuses of the WCCN writes the same assessments on the same day and time. Assessments are jointly set up with input from all lecturers across the different campuses. One lecturer (preferably the subject coordinator) may take on the responsibility of coordinating the setup of assessments, but input is to be received from all campuses.

WCCN does not give a demarcation of what to study to any student under any circumstances.

Summative assessments are printed at central administration by the exam office and will be couriered to the respective campuses. Assessments must be in the safe of the campus at least two weeks prior to the assessment. Assessments must be encrypted with a password, and this password may under no circumstances be shared via e-mail. Please

follow the SOP for compiling of assessments strictly to maintain the integrity of the examination process.

Formative assessments are not printed at central administration, each campus will print their own formative assessments. The aim of a formative assessment is to prepare the students for summative assessments. All formative assessments must be handed back to the students. Formative assessments do not have to be marked by the lecturing staff, students can mark their own or each other's assessments as this is merely a preparation of the student for the Summative assessments. The format of formative and summative assessments must be the same.

Please refer to the WCCN No 42 Policy on the setting and handling of scripts.

Plagiarism is a serious offence and is managed according to our plagiarism policy. At this stage the WCCN does not have access to Turnitin and we apply our policy and detect plagiarism as per our Plagiarism policy No 8.

The following site has the WCCN reference technique https://drive.google.com/drive/folders/1h_zBWWJUvHKjA_xKEeFsFPploCl3y9_1?usp=sharing it is available to all staff and students.

Once Turnitin has been purchased this will be the official plagiarism detector of the WCCN. All lecturing staff will receive the necessary training in the use of Turnitin Please refer to WCCN No 8 Plagiarism Policy. All assessors must adhere to the application of this policy.

16. Marking of tests and assignments.

The marking of tests must at all times be fair and consistent. In order to improve consistency, it is advised that a person marks all the question 1 for the whole cohort of students followed by the next question. The memorandum is a guide and when appropriate answers are credited and added to the memorandum ALL CAMPUSES must be notified. Also note on completion of marking all papers and assignments must be collated by a colleague (Calculate marks to ensure no mistakes crept in)

Assignments are always marked electronically and then saved as a Pdf copy to prevent students from tampering with marked assessments.

All formal assessments must be moderated either internally or externally. In the R425 programme continuous assessment tests are not moderated only the Summative assessment will be moderated.

For all other programmes the formative assessments will not be moderated, however the summative assessments must be internally or externally moderated, this depends on the

programme and the subject. The set of exam papers or assessment is moderated and a moderator will provide a report and make recommendations. After the students sat for the exam or wrote the assignment and it is marked by the assessor, the scripts will be moderated again. The moderator's mark is binding. Please acquaint yourself with the SOP for assessment setting and marking.

Please refer to the WCCN No 42 Policy on the setting and handling of scripts.

17. Lecture preparation

Each lecturer will be responsible for the planning of the lectures they must present. Along with this a lesson plan must be completed. A copy of all lesson plans must be added to the subject folders as this is also reviewed when a programme review is conducted.

Below is an example of a lesson plan

LESSON PLAN		
LECTURER NAME: A Truter	DATE: 23 -24 February 2018	LESSON PLAN NO.: One
PROGRAMME: B Tech Nursing (R425)	YEAR LEVEL: Two	
SUBJECT: Communicable Diseases	DURATION: 18 Periods	
TOPIC: Immunisation		
LEARNING OUTCOMES: 1. Discuss the various aspects of the EPI programme to ensure effective immunization of clients such as the: immunization schedule; cold chain; adverse reactions; catch-up schedules; outreach Campaigns; Immunization Strategy and EPI Surveillance. 2. Safely immunize a child.		
LESSONS OBJECTIVES: •The student must be able to SAFELY immunise a child according to the South African immunisation schedule.		
GRADUATE ATTRIBUTE: <ul style="list-style-type: none"> • Communication • Discipline literacy • Use of technology • Numeracy 		
LEARNING ASSUMED TO BE IN PLACE: First year Anatomy, physiology, microbiology and fundamental and general nursing science.		
RESOURCES: Whiteboard pens; flip paper; class register; hand-outs\Readers PowerPoint presentation & memory stick; Copy of PowerPoint as handout; computer & projector to be booked. Mannequins. Examples of vaccines, cooler boxes, syringes, needles and sharp containers. Blackboard activities <ul style="list-style-type: none"> • Formal lectures • Group discussions 		

<ul style="list-style-type: none"> • Case Scenarios • Group work • Demonstrations 				
INFORMATION TECHNOLOGY Moodle Google Classroom				
SOURCES <ul style="list-style-type: none"> • Prescribed text book: • Clark, M. 2013. <i>Vlok's Community Health</i>. 6th edition. Cape Town: Juta. ISBN 9781485102106. • Vaccinator's Manual, October 2015 and EPI most recent Update. • Road to Health Booklet • Vaccination pamphlets References <ul style="list-style-type: none"> ○ Biofarma. Bivalent Type 1 & 3 Oral Poliomyelitis Vaccine. http://www.biofarma.co.id/en/uncategorized/bivalent-type-1-3-oral-poliomyelitis-vaccine/ [Access 25 March 2017] ○ Department of Health. October 2015. Vaccinators Manual. ○ Shúilleabháin, A.N. 2010. Immunisation lecture. www.tcd.ie/medicine/public.../Immunisation-LectureDrShuilleabhain2010.pdf [Access 20 March 2017] ○ Jonker, L. 2015. Update on EPI notes. ○ WHO. 2015. Module 2. The Vaccine cold chain. www.who.int/immunization/documents/IIP2015_Module2.pdf [Access 25 March 2017] 				
Time	Content	Teacher activities	Student activities	Teaching strategy
08h30-10h30	Overview of the 18 periods. Introduction to immunization and EPI. Vaccines available according to EPI in South Africa.	Recap outcome and lesson objectives Put into pairs; monitor pair work. Vaccine preventable disease covered in communicable diseases =quiz to complete.	Establish group norms Brain storming sessions	Introduction power point presentation. Photos, video clip. Brain storming sessions. Group work Quiz
11h00-13h00	Updated immunization schedule, contra-indications, route, dose, injection site, special immunizations and HIV infected children and other cases according to South African Immunization Schedule	Power point, Brain storming group work	Group activities	Road to health booklet with immunisation schedule, examples of expired vaccines in class. EPI guide and group work.
14h00-16h00	Catch-up immunizations correctly. Open-multi-dose policy Adverse events	Activities in class on catch-up case studies and principles. Group activities	Class activities on catch -up cases and group activities	Road to health booklet with immunisation schedule, EPI guide and group work.
9 periods				
Homework/Activity: Read pages Read Modules 11-15 Vaccinator's Manual, October 2015			Due Date:	Next immunization class.

Time	Content	Teacher activities	Student activities	Teaching strategy
08h30-10h30	Case studies on immunizations contra-indications, special immunisations, adverse events and catch-ups. The cold chain principles when immunizing children. Outreach campaign. Manage an outbreak response.	Class test previous day's work. Recap outcome and lesson objectives. Discussion of muddiest points. Case studies and group activities on cold chain, outreach campaign and outbreak response.	Write and mark class test. Work in groups.	Class test. Group work on case studies. Group work. Video clips.
11h00-13h00	Immunize children correctly and safely according to South African Immunization schedule.	Demonstration of immunization. Practical session students practice on mannequins to immunize and apply cold chain and evaluate each other according to assessment instrument.	Class activities. Role play 3 students per group, 1 student mother with baby, 1 student prof nurse and 1 evaluator. Taking turns.	Group activity and role play.
14h00-16h00	Follow-up and summary of previous session, revision. Discussion of placement and assessments. Discussion workbook.	Summary of session, revision. Discussion of muddiest points. Discussion of placement and assessments. Handing out of workbooks.	Complete previous session and discussions.	Discussions and feedback.
Homework/Activity: Study for the test and prepare and study workbook for clinical placement			Due Date:	Test date: 20 April Workbook submission: 29 May

18. Attendance Registers

A register refers to daily record keeping of students theoretical and clinical learning. (SANC Regulations R169, R171 and R174 indicate that a record of theoretical education and training of a student and record of clinical education and training must be kept by the College).

The completion of theoretical (Class) attendance registers is the responsibility of each lecturer. Students must have a 100% class attendance to meet the minimum criteria as set out by SANC. Attendance registers are signed off by the HOD of the programme and must be updated by the lecturer after each class.

Students sign a paper-based attendance sheet for every class attended. Students must have 80% class attendance before they are granted access to an assessment.

Absenteeism by students must be managed as per our policies and students must submit evidence of a sick certificate or a certificate of death or a police case number. No affidavits are accepted, appointments for drivers' licenses are also not valid excuses.

The class register is completed on a standardised excel template designed to also calculate the 80% attendance. This template is implemented across all campuses and must be completed every week. A printed copy will be placed in the subject folder for audit purposes.

A similar register will be completed for work integrated learning.

Please see the SOP for the completion of registers Annexure 1 in this document.

19. WIL

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)

Work Integrated learning can only be performed at institutions accredited to the WCCN by SANC, therefore it is of essence that clinical placements be done accordingly. SANC can declare a student's training null and void if they are placed at non-accredited institutions or where the WCCN does not have a memorandum of agreement with the particular facility.

Clinical placement schedules of students must be submitted to provincial Clinical Placement coordinator by August every year for the following year via the office of the HOD Teaching and Learning. Lecturers are responsible for finalising student placements as per the accredited clinical facilities for each programme.

Lecturers are responsible for the clinical accompaniment of students on the clinical platform, in the hospitals and the clinics. The percentage of clinical accompaniment is set out by the South African Nursing Council.

Each lecturer is expected to complete a record of clinical accompaniment for every student.

The lecturer is required to submit a roster of clinical accompaniment and clinical learning register to her supervisor one month in advance.

See Annexure 2 for the SOP Clinical Learning in this document as an example of a clinical accompaniment record.

Please refer to WCCN No13 Work Integrated Learning Policy

20. Deficit forms

Students who are absent from the clinical services will incur deficits in their record of hours of WIL attendance. Such students must formally apply to work back these deficits. As per the policy the student must submit evidence of absenteeism such as a medical certificate, or other substantiating evidence. The student will apply to the Lecturer for a deficit form. Requests to work back deficits must be made to the clinical services two weeks in advance. No students who are not duly registered as learners/ students with WCCN and registered as learners with SANC may do work integrated learning in the hospitals or clinics.

Please see example of a deficit form in Annexure 2

21. Exam committee and Continuous assessment meetings

The WCC exam committee consists out of Heads of Programmes, HOD Student matters, lectures teaching on a subject and the Head of Academia and Research and research. Exam committee is chaired by the Head of Programme/HOD The Exam committee present student results and make decisions on the results of the academic performance of students during a formal assessment.

Continuous assessment meetings must be held prior to every summative assessment to ensure that only students with proof of 80% class attendance enter these assessments.

22. Progression meetings

Progression meetings happens annually, and the Head of Academia and Research and Research is the custodian of this process. The HOD student matters is the chairperson of this meeting. This meeting is responsible for perusing student performance and make decisions on the progression of students from one level of study to a next. The Central Exam office and the HOD of a programme will present cases to the committee for final decision making and possible referral to the WCCN Senate.

23. Publication of results

Results are published by central administration, no student names are published, only student numbers are used. At this stage it is published on the Moodle platform, and on notice boards. No results may be published before an exam committee meeting. Publication dates are part of the assessment schedule. Late publication is unacceptable as it breaks down the trust relationship between students and the college. Results for

publication must be signed off by either the HOD for the subject or the Head of Academia and Research.

WCCN is busy transitioning to a learner management system and lecturers will be responsible for the uploading of the student results.

Please acquaint yourself with the assessment policy, publication of result and the SOP for the uploading of marks and publication.

No results may be given to a student telephonically or be released in any other manner than as per the WCCN policy and SOP.

24. Peer review

Peer review is a strategy whereby a colleague provides you with feedback on your teaching. It forms part of the professional development of each lecturer and is extremely valuable in not only providing feedback but also making one aware of their strengths and skills. This must be done bi-annually and the HOD of each programme will delegate this function to the staff teaching on her programme. The HOD is also responsible to attend some of these peer review sessions across a multi campus setup.

25. Student feedback on teaching

Lecturers are required to obtain feedback from learners in terms of teaching and learning. This must happen during each academic block. Feedback must be in writing and must be completed anonymously by each learner. Lecturers are requested to submit this feedback to their HOD who will submit it to the Head of Academia and Research for quality assurance purposes and feedback to the lecturing staff.

Below is an example of student reflection on teaching and learning.

A copy of such a student feedback record must be placed in the subject folder.

See Annexure 3 of this document.

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.

26. Invigilation

It is preferable that lectures teaching on the subject do not act as invigilators, this is however not always possible. Clerks may assist with invigilation. Invigilation forms part of the duty of a lecturer. The WCCN invigilation policy No 28 must be adhered to at all times. There must always be two invigilators in the exam room. Please read the invigilation policy around procedures in the exam room, tallying scripts and the management of student misconduct and dishonesty during an assessment.

27. Pregnant students

WCCN is accountable to the Department of Health and Wellness and must adhere to all policies, strive to uphold the millennial development goal. Maternal health is one of the main areas of focus, in particular the maternal and infant mortality rate. Therefore, WCCN has pregnancy policy (WCCN NO 19 pregnancy policy) that serves to ensure the health of the pregnant student and her unborn foetus. Pregnant students must vacate the programme at 36 weeks of gestation and at 32 weeks gestation they must vacate the residence. This will result in students not meeting the criteria 80% attendance for WIL or theoretical Summative assessments. These students would be deferred to a next year in order to allow for maternal and child bonding and sustaining breastfeeding.

28. Student transport

All students are eligible for transport to and from the clinical services, transport leaves from the campus. Please see the WCCN No 20 Student transport policy.

Transport schedules must be provided to the Heads of Campus to manage their transport contracts and ensure the booking of trips. No ad hoc transport arrangements may be made for students under any circumstances. Students may not make any bookings either.

29. Subject folders

Each campus must have a subject folder for each subject. These folders will contain evidence and examples of: Assessments (Formative and Summative), WIL, Deficit forms, Student reflection on teaching, Peer review, assessment schedules. Moderation reports. Published results, attendance registers. WIL attendance registers and placements. Lesson plans. Examples of teaching strategies used.

Class lists of students. Alpha lists of students.

Student at risk management.

Evidence of student support.

Evidence of students review of an assessment

Lecturers are responsible to keep subject folders updated.



WESTERN CAPE COLLEGE OF NURSING (WCCN) STANDARD OPERATIONAL PROCEDURE (SOP)
COMPLETION OF THEORETICAL AND WIL REGISTER


STANDARD OPERATIONAL PROCEDURE (SOP) COMPLETION OF THEORETICAL AND WIL REGISTER	
Compiled by: WCCN HOC's, HOD's	
Signature:	
Definitions	A register refers to daily record keeping of students theoretical and clinical learning. (SANC Regulations R169, R171 and R174 indicate that a record of theoretical education and training of a student and record of clinical education and training must be kept by the College).
Purpose:	To ensure that the theory and work integrated learning registers depict the correct attendance of students. To ensure that registers are standardised across campuses to ensure uniformity in implementation.
Completion of register	
Completion of registers Theory	<ul style="list-style-type: none"> • Use the Breakdown of Learning Time Document of the programme to compile the spreadsheets of the register. • The daily class attendance register must be utilised to update the register each day (Addendum 1). • The updated register will be utilised to calculate the 80% attendance for entry into an assessment. • The register, Excel -spreadsheet template (Addendum 2), must be completed per subject daily after class. • This completed register must be sent to the programme HOD within five (5) working days after completion of each theory block. • Completion of theory hours spreadsheet: <ul style="list-style-type: none"> ○ Absent will be indicated as 0 ○ Present will be indicated as 1

	<ul style="list-style-type: none"> ○ Attendance, 80%, will always be calculated utilising the total of periods from the first period. ○ All periods missed must be made up and recorded in the appropriate columns. ○ Self-study periods will always be recorded as attended.
<p>Completion of registers Work Integrated Learning (WIL)</p>	<ul style="list-style-type: none"> ● Use the Breakdown of Learning Time Document of the programme to compile the spreadsheets of the register. ● The daily clinical attendance register must be utilised to compile the WIL register after clinical placement (Addendum 3). ● The updated register will be utilised to calculate the 80% attendance for entry into an assessment. ● The register, Excel -spreadsheet template (Addendum 2), must be completed within (5) five working days after clinical placement. ● This completed register must be sent to the programme HOD within five (5) days after completion of each clinical placement. ● Completion of WIL hours spreadsheet: <ul style="list-style-type: none"> ○ Absent will be indicated as 0 ○ Present will be indicated as 1 ○ Attendance, 80%, will always be calculated utilising the total of hours from the first clinical placement or simulation laboratory activity. ○ All hours missed must be made up and recorded in the appropriate deficit hour column.
<p>Alignment with other processes</p>	<ul style="list-style-type: none"> ● Assessment Policy ● Clinical Accompaniment Policy ● Student Transport Policy ● Subject review policy ● WCCN Academic Rules and Regulations Policy ● Work Integrated Learning Policy

ANNEXURE 2



WESTERN CAPE COLLEGE OF NURSING (WCCN) STANDARD OPERATIONAL PROCEDURE CLINICAL LEARNING

STANDARD OPERATIONAL PROCEDURE (SOP) CLINICAL LEARNING	
Compiled by: WCCN HOC's, HOD's	
Date: 2022/11/11	
Signature: 	
Definitions	<p>Clinical accompaniment: means a structured or unstructured and planned or unplanned process by a lecturer, clinical facilitator or preceptor who accompanies the student to facilitate directed assistance and support at the clinical facility, to ensure the achievement of the programme outcomes (SANC,2020).</p> <p>Clinical facilitator: means a registered nurse with a nursing education qualification who assists the student to develop the knowledge, attitudes, and skills necessary for practice within the clinical environment (SANC,2020).</p> <p>Clinical facility: means a continuum of services to promote health and provide care to health care users, approved by the Council, as such, and used for education and training (SANC,2020).</p> <p>Clinical placement: means the period spent by a student in an approved clinical facility and other experiential learning sites to ensure that the outcomes of the programme are achieved (SANC,2020).</p> <p>Experiential Learning: It is a term to describe learning that has meaningful student involvement. It is learning through reflection (SANC,2020).</p> <p>Learning for role taking means work-based learning during which students form an integral part of the team that offers an official service or nursing in the workplace under direct or indirect supervision (SANC,2020).</p> <p>Simulation learning: Simulation learning means the imitation of a real-world process conducted in the simulation laboratory under the direct supervision of a lecturer or clinical facilitator (SANC, 2020). Simulation may not exceed 20% of the total component for work integrated learning (SANC, 2020).</p> <p>Work Integrated Learning (WIL): 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 supervision in:</p> <ul style="list-style-type: none"> • Undergraduate clinical placement, 70% • Advanced Midwifery Diploma, 60% • Postgraduate students, 50% • R425 Legacy 30 minutes accompaniment two weekly
Purpose:	To ensure that WIL is meaningful, constructive, planned, implemented, and evaluated. To ensure standardisation of WIL across campuses.

<p>Information provided for students in the clinical learning guide\workbook</p>	<p>The following must be provided in the clinical learning guides\workbooks:</p> <ol style="list-style-type: none"> 1. Purpose of work integrated learning WIL) 2. Contact details of campus staff and details of placement facility 3. Work integrated learning <ul style="list-style-type: none"> • 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. • NO qualification will be awarded unless all hours have been worked and submitted before the end of the 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. 4. Work integrated learning (WIL): Simulation laboratory <ul style="list-style-type: none"> • Learning in the simulation laboratory will be facilitated and supervised by the subject lecturers. • A schedule of the learning that will occur in the simulation laboratory will be made available to the student. • The simulation laboratory consists of a lecture theatre and an area which resembles a REAL-LIFE ward/clinical area with patients (manikins). • The student will observe the demonstration of each of the clinical skills before being given opportunities to practice these skills in the safety of the skills laboratory environment until competent. • The student must wear uniform when attending WIL sessions in the simulation laboratory. 5. Work integrated learning (WIL): Self-directed study <ul style="list-style-type: none"> • It will be expected that the student will devote time to perform self-directed learning activities to develop and consolidate his/her knowledge and skills. • These activities could include reading the prescribed books in preparation for a group activity, watching the recommended 'YouTube clips' before the appropriate class, gaining competence in the various skills in a safe environment (Simulation Laboratory), researching relevant journal articles, preparing for and writing assignments, individual study and/or assessments 6. Work integrated learning (WIL): Placement at health care facilities for learning and role taking <ul style="list-style-type: none"> • During clinical placement the student will be guided and supported by the registered/professional nurses responsible for the facilitation of patient care in the health care facilities. • The student will also be encouraged, supported and guided by the lecturers who are responsible to assess the student's competence level during the performance of selected clinical skills. • The student will be placed in a variety of healthcare facilities to facilitate clinical learning thereby ensuring appropriate alignment with the learning outcomes and associated assessment criteria of the subject. • The student will be expected to actively participate in patient care and work, working under the supervision of a professional/registered nurse whilst practicing the learnt clinical skills within the prescribed scope of practice. • The student should be able to understand his/her role as member of the multidisciplinary healthcare team as well as being able to work harmoniously with other team members to provide holistic patient care. • Attendance at the designated facility for the specified period as set out in the Master Education Plan is a mandatory requirement. Progression to the next academic year cannot occur if the stipulated clinical hours for the current year are not met. 7. Placement process <ul style="list-style-type: none"> • The clinical level coordinator is responsible for the clinical placement of students according to the approved Master Education Plan and he / she is the only person who may arrange for placements at the clinical facilities. The administrative clerks are responsible to record information required for the South African Nursing Council (SANC). • Clinical placements are communicated to the students via designated notice boards at the various campuses. It is the student's responsibility to ensure that he/she knows exactly when and where to report for the clinical placements.
----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • The subject coordinator can be consulted <u>before</u> the clinical placement commences if there is any doubt or queries with regard to the placement. • Students are not allowed to make any changes to placements. Changes can be done only through the clinical level coordinators/ administrative clerks: SANC administration. If work-integrated learning did not occur in the clinical area in line with the clinical placement programme of a student, the clinical hours will not be accepted as work-integrated hours. These hours will be regarded as deficit hours which must be completed before a student can be registered with the South African Nursing Council as General Nurse. • Students are not allowed to leave a facility when a shift is not over even if the total hours for placement is reached. Students shall work the full shift. <p>8. Attendance</p> <ul style="list-style-type: none"> • The student will receive an attendance record for the recording of the clinical hours worked by the student during placement at the healthcare facility. • The manager/professional nurse of the ward/ department where the student is placed must sign the record daily to verify that the student has worked the recorded number of hours in the specific clinical area. • The student must submit this document to the college / campus administrative clerk: SANC related matters after every week during the clinical placement period. <p>9. Duty hours</p> <ul style="list-style-type: none"> • The student will be expected to work the duty hours according to the healthcare facility where clinical placement occurs unless otherwise stipulated by the clinical level coordinator/ lecturer. <p>10. Requirements: clinical hours</p> <ul style="list-style-type: none"> • Students are placed for the minimum number of clinical hours as required by the South African Nursing Council. To be awarded the qualification, attendance of work integrated learning (WIL) is compulsory as per requirement of the South African Nursing Council. • Clinical learning hours are calculated per academic year to ensure that clinical learning is aligned with theory and that students receive mentoring at the clinical placement sites. Therefore, the student must submit evidence of completed clinical learning hours at the end of <u>every week</u> to the administrative clerk: SANC related matters. • The student must complete 80% of clinical hours as calculated per year level to be allowed to perform the clinical assessment according to Assessment policy (Programme guide). • Deficit hours may be arranged with the clinical level coordinator when submitting proof of absence e.g., medical certificate, police case number, or death certificate of relatives. • Deficits in clinical hours will result in a student not being able to write examination or complete a year level or to complete the programme. <p>11. Attendance record of clinical hours (see Addendum 4)</p> <p>12. Responsibilities of the role players (see Addendum 1)</p> <p>13. Guidelines for professional conduct</p> <p>14. Transport (WCCN Transport Policy)</p> <p>15. Programme specifications (qualification template) (outcomes and associated assessment criteria)</p> <p>16. Assessment of clinical learning</p> <ul style="list-style-type: none"> • The date, weight, type of assessment task, unit\’s covered as indicated in the qualification templates. • Place\facility where clinical assessment will take place. <p>17. Clinical learning activities</p> <ul style="list-style-type: none"> • Clinical learning outcomes • Role taking outcomes • Ethos and professional practice integrated clinical and role taking outcomes where needed. • Learning opportunities\activities to be completed • Assessment instruments\rubrics
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PLACEMENT PROCESS

Clinical Placement	<ol style="list-style-type: none"> 1. Master educational plans must be completed by August the previous year and submitted to the Sub-Directorate Education and Training end August for the following year as well as the manager\placement officer of City of Cape Town clinics. 2. Placement plans must be completed the previous year and submitted to the Sub-Directorate Education and Training end August for the following year as well as to the manager\placement officer of City of Cape Town clinics not later than 30 September the previous year. The template provided by the Sub-Directorate Education and Training must be utilised. Sub-Directorate Education and Training will then submit the placement plan to SANC before 31 January of the academic year. 3. Placements of students at facilities must be done according to the accreditation letter of the specific programme as received from SANC. 4. The accompaniment plans must be completed the previous year and submitted to the programme coordinator\HOD (see Addendum 5). 5. The placement plan\roster of the student must be at the health facility at least four weeks prior to the students arriving at the facility. The latest for changes on the placement plan/roster is two weeks prior to the placement. 6. Riatha van As (Martha.VanAs@westerncape.gov.za), must be copied in when placement plans\rosters are sent to the health facilities. 7. Where possible and the programme\curriculum allows, during the student's first-time placement at a health facility the student need to be placed for a minimum of two weeks in the same workplace\unit before rotation is possible. 8. The College must ensure that the students' shifts are in line with the working hours of the specific facility. 9. Orientation: All students must be orientated in their first placement to a facility this is a dual responsibility of the College and the facility. <ul style="list-style-type: none"> • Night duty placements: the student must be placed for minimum of one (1) week of day-duty in the same workplace\unit prior to the commencement of night duty as this would allow for orientation before placed on night duty. 10. Signatures, the College must ensure that a specimen of signatures of staff involved with student clinical training is received from the facility to assist with quality assurance of student submissions and assists with queries of fraudulent signatures. 11. Each clinical facility where the student is placed must receive an information letter regarding clinical learning (Addendum 1) and clinical learning outcomes\guide\workbook of the subject. 12. Students: <ul style="list-style-type: none"> • All students must have a copy of their master educational plan. • Each student when on duty must have a copy of their year programme\master educational, clinical placement plan and workbook\clinical learning guide with them. • Students are required to meet the clinical hours and clinical objectives in specific disciplines as per SANC requirements to successfully complete their training.
--------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PRINCIPLES OF CLINICAL ACCOMPANIMENT

Accompaniment principles	<ol style="list-style-type: none"> 1. The core subject lecturers are responsible for co-ordinating the clinical accompaniment of the students. 2. Subject lecturers responsible for the clinical education and training, accompaniment and assessment of students should have knowledge and understanding of the education and training guidelines for the relevant programme. 3. Accompaniment plans must be set the previous academic year (see Addendum 5). 4. The subject lecturers must provide a supportive and corrective environment for the students to practice their clinical nursing skills. 5. The subject lecturers liaise with the nurse in charge of units where students are placed and ensure that the learning outcomes of students are clearly communicated. 6. The nurse and the student's responsibilities regarding the learning outcomes must be clearly established. 7. Clinical accompaniment of WIL hours per programme: <ul style="list-style-type: none"> • The R169, R171 and R174 programmes, the subject lecturer will be responsible for 70% supervision of the work integrated learning hours of which 20% supervised in the simulation laboratory and 50% in the clinical facility (clinical placement hours). The calculation for the 50% accompaniment of clinical
--------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>placement must be spread over all the placement weeks of the specific core subject.</p> <ul style="list-style-type: none"> • The Advanced Diploma in Midwifery programme, the subject lecturer will be responsible for 60% supervision of the work integrated learning hours of which 20% is supervised in the simulation laboratory and 40% in the clinical facility (clinical placement hours). The calculation for the 40% accompaniment of clinical placement must be spread over all the placement weeks of the specific core subject. • The Postgraduate programmes, the subject lecturer will be responsible for 50% supervision of the work integrated learning hours of which 20% is supervised in the simulation laboratory and 30% in the clinical facility (clinical placement hours). The calculation for the 30% accompaniment of clinical placement must be spread over all the placement weeks of the specific core subject. • R425 Legacy 30 minutes accompaniment two weekly. • See Simulation Laboratory Policy regarding simulation laboratory supervision (WCCN Policy nr 47). <p>8. Students must be prepared to take an active part during accompaniment.</p> <p>9. Clinical accompaniment of students should not disrupt the continuity in patient care.</p> <p>10. An accurate, detailed record must be kept by the subject lecturers of the nature and duration of the clinical accompaniment of each student. The lecturer and student must sign this record (see Addendum 2).</p> <p>11. Students must be provided with clear guidelines and realistic specific learning outcomes for clinical practice, to encourage the development of optimum knowledge, skills, and attitudes in the various clinical units/ departments where allocated.</p> <p>12. At each clinical accompaniment visit the following must be discussed and checked with the student (Addendum 2):</p> <ul style="list-style-type: none"> • Clinical learning activities • Role taking activities • The student's attendance sheets for signatures and correspondence with the placement facility duty sheet. • The student's performance and the clinical workbook must be checked for completion of sections. • An Assessment of the environment must be done that it is conducive for learning in the clinical facility. • The clinical learning activities done with student during accompaniment must be listed. • Clinical skills must be demonstrated when needed. • The integration of theoretical knowledge and clinical practice must be facilitated. • Professional behavior and Legal aspects regarding record keeping. • The dress code of student that it is according to policy. • Formative and summative assessment dates must be discussed with the student. • Document details of clinical education and training provided to the students on page two (see Addendum 2). • Complete student at risk forms if needed. <p>13. A report must be provided to the programme coordinator\ HOD on the student's performance and professional conduct.</p> <p>14. Accompaniment records should be maintained for all the activities and submitted to the HOD\programme coordinator and must be kept in the student's folder.</p> <p>15. An example of a completed accompaniment report must be kept in the subject review folder.</p>
DEFECIT HOURS	
Provision of deficit forms	<p>1. The student may arrange deficit hours with the clinical level coordinator\HOD when submitting proof of absence e.g., medical certificate, police case number, or death certificate of relatives.</p> <p>2. The deficit hour forms must be completed by the clinical level coordinator\HOD (see Addendum 3).</p> <p>3. Students are not allowed in placement facilities without being placed by the College and must have a letter confirming placement for deficit hours (Addendum 3).</p> <p>4. Student must arrange hours to be worked before the time with the clinical level coordinator\HOD and are not allowed to demand placement.</p> <p>5. Students should not do more than 4 x 7/19 shifts per week.</p>

	6. A deficit form is only valid for 30 calendar days after the date issued.
ATTENDANCE RECORDS	
Attendance record keeping	<ol style="list-style-type: none"> 1. Each student must record all clinical hours during clinical placement on the Attendance record provided (See Addendum 4). 2. The manager/professional nurse of the ward/ department where the student is placed must sign the record daily to verify that the student has worked the recorded number of hours in the specific clinical area. 3. The student must submit this document to the college/campus administrative clerk weekly during the clinical placement period. 4. The student must complete 80% of clinical hours as calculated per year level to be allowed to perform the clinical assessment according to Assessment policy (WCCN Assessment Policy nr 6).
Timelines	<ul style="list-style-type: none"> • Master educational plans for the next academic year must be set by July in the current academic year. • Placement plans must be set and submitted to the Sub-Directorate Education and Training by end August in the current year, for the following /next academic year as well as the manager\placement officer of City of Cape Town clinics. • Accompaniment plans must be set the before the next academic year. • The clinical learning outcomes\guide\workbook of students must be communicated to placement facilities annually.
Alignment with other processes	<ul style="list-style-type: none"> • Assessment Policy • Clinical Accompaniment Policy • Student Transport Policy • Subject review policy • WCCN Academic Rules and Regulations Policy • Work Integrated Learning Policy

- South African Nursing Council. 2020. *Education and training guidelines for postgraduate diploma programmes*. Pretoria: SANC.

Addendum 1

Information Letter to Facility\Unit manager



WESTERN CAPE COLLEGE OF NURSING



Directorate: Nursing Colleges
Western Cape College of Nursing

TO: Facility\Unit Manager

RE: INFORMATION LETTER REGARDING CLINICAL LEARNING

Enquiries..... (Responsible lecturer\’s)

Telephone:

E-mail:

Programme:

Subject:.....

Student nurse\’s names

.....
.....
.....
.....

Total placement hours:

Date:.....20... to Date:.....20...

The student should work fromto..... with ½ hour lunch.

1. Learning outcomes and activities.

The following matters require your attention. The student is expected to complete the following learning outcomes within the above period:

Learning outcomes	Demonstrations and activities supervised by Professional\General nurse	Learning activities to be completed	Role taking activities

**NB Practising procedures must be performed under the supervision nurse working in that department. The nurse can also sign the clinical learning guide/workbook.*

A student nurse is not allowed to practise on his/her own.

If the nurse signs the clinical learning guide/workbook before the procedure/activity, this is illegal, fraudulent practise and will result in Disciplinary action for the student.

**NB! Students must not give their clinical learning guides/workbooks or time sheet to friends or any staff member, as they are alone responsible to submit their own work.*

2. Outstanding Clinical Requirements

If the student is unable to do any of the learning activities indicated, then the facility nurse must inform the Lecturers well in advance before completion of clinical learning period.

3. Attendance record and request for off time

- o The student will receive an attendance record for the recording of the clinical hours exposed to WIL opportunities at healthcare facilities. The manager/professional nurse of the ward/ department where the student is placed must sign the record on a daily basis (not weekly) to verify the true hours that the student participated in learning opportunities in the specific clinical placement area.
- o The student must submit this document to the college / campus administrative clerk: SANC related matters after every week during the clinical placement period.
- o Should a student request leave for e.g., an appointment – Deficit hours may be arranged with the clinical level coordinator when submitting proof of absence e.g., medical certificate, police case number, or death certificate of relatives.
- o Facility Manager is to notify College immediately when a student is absent

- Lecturers name..... at (Lecturers name)

If not available, the

- HOD.....

Or

- Programme Coordinator.....

4. The Submission of Attendance Record and Clinical Learning guide

- o The student must check that all activities in the clinical learning guide/workbook are signed by the student and thenurse.
- o Final attendance sheet – must be signed and handed in, on the last day of placement period. The student must make copies for his/herself and submit this document to the college / campus administrative clerk: SANC related matters.
- o To register with SANC the student must have proof of having worked the minimum hours and completed all relevant activities.

5. Important dates

	DATE
Accompaniment	
Accompaniment	
Formative assessment	
Summative Assessment	
Completion of all clinical learning activities and submission of clinical learning guide\workbook	

6. Please find the following document(s) attached

- Clinical learning guide
- Example of an attendance record
- Responsibilities of the

Thank you for your continuous support and encouragement given to our students, we do appreciate it.

Signature
 Programme Coordinator/HOD
 Date.....

Tel nr:
 Email:
 1 RESPONSIBILITIES

The following rules and responsibilities should be noted and upheld throughout the course, during both contact sessions and work integrated learning (WIL).

Responsibilities of the Subject Lecturer\midwife specialist

(The subject lecturer\midwife specialist is responsible for the accompaniment of the student)

- 1.1 The Subject Lecturer\midwife specialist:
- Ensure that students are aware of the rights and responsibilities applicable to themselves, college / campus teaching staff and staff at the healthcare facilities where work integrated learning (WIL) takes place
 - Provide the facility manager and student with the work integrated learning (WIL) programme
 - Provide the facility manager and the student with the assessment outcomes and requirements that must be achieved by the student
 - Adhere to the WIL policy and guidelines to promote student access to work integrated learning (WIL)
 - Ensure students receive orientation and induction at the healthcare facility
 - Arrange for the implementation of the requirements of the learning and assessment plan
 - Monitor student progress and refer underperformance to the subject head of department
 - Monitor student attendance
 - Maintain regular contact with students, simulation laboratory coordinator and ward/department supervisors
 - Manage occupational diseases and injuries involving students according to the policy on Work Integrated Learning and Student placement (Programme guide)
 - Guide students to resolve difficulties/challenges experienced in the healthcare facility
 - Keep accurate records of student-related matters

1.2

1.3

1.4 2. Responsibilities of the Student

- 1.5 The Student will:
- Take responsibility for learning
 - Maximise the use of learning opportunities that are provided
 - Meet the course and subject assessment requirements
 - Inform the lecturer if there are special needs that require specific accommodation / requirements
 - Inform the lecturer / designated manager if unable to attend scheduled work integrated learning
 - Comply with the specific relevant requirements and policies of the workplace that includes dress code, punctuality, hours of attendance, occupational health and safety legislation
 - Refrain from undertaking a work integrated learning (WIL) activity that is not prescribed / if incapable to perform it as a result of illness or lack of competence
 - Keep accurate records as required
 - Perform and submit all work assignments/reports/records at stipulated times
 - Report any personal workplace conflict that may occur to the Clinical facilitator in order to resolve it as soon as possible

3. Responsibilities of the registered\professional nurse at the healthcare facility

The registered/ professional nurse will:

- Ensure that a safe working environment is maintained
- Support, supervise and guide the student throughout WIL placement
- Be aware of the expectations of the WIL activities
- Assist in the assessment of the student as required
- Provide regular feedback regarding student progress/performance to the student and Clinical facilitator
- Liaise with/report to Clinical facilitator on all matters/concerns related to students

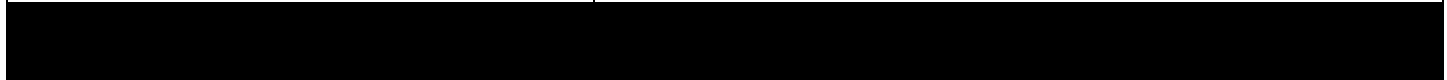
4. GUIDELINES FOR PROFESSIONAL CONDUCT

The student must adhere to the following guidelines and other related policies:

- Maintain professionalism in terms of appropriate dress code, wearing of identification, punctuality, appropriate use of cellular telephones, communication skills, code of conduct and demonstration of professional attitude and behaviour.
- Act impartially and fairly in all circumstances
- Respect, uphold and protect the patients' rights according to the Patient's Rights Charter
- Respect and apply the Batho Pele Principles at the healthcare facilities
- Adhere to all applicable legislation related to the campus and the healthcare facilities
- Comply with any lawful and reasonable direction given by a person who has authority to give direction

Western Cape College of Nursing Student Accompaniment report

CAMPUS:	
PROGRAMME:	
SUBJECT:	
Name and Surname of Student:	
Student number:	
Level or year of training:	
Student Contact Details:	
Name of Placement Facility:	
Placement Dates:	
Placement 1:	Placement 5:
Placement 2:	Placement 6:
Placement 3:	Placement 7:
Placement 4:	Placement 8:



Discussions that must take place during clinical accompaniment of a student:	Placement facility dates, indicate with a tick							
	1	2	3	4	5	6	7	8
1. Discuss clinical learning outcomes: <ul style="list-style-type: none"> o Clinical learning activities o Role taking activities 								
2. Check student's attendance: <ul style="list-style-type: none"> o Check student's attendance sheets for signatures and correspondence with placement facility duty sheet 								
3. Discuss student performance: <ul style="list-style-type: none"> o Check clinical workbook for completion of sections. 								
4. Assess if the environment is conducive for learning in the clinical facility.								
5. List clinical learning activities done with student during accompaniment: <ul style="list-style-type: none"> o Demonstrate clinical skills when needed. o Facilitating the integration of theoretical knowledge and clinical practice. 								
6. Discuss Professional behavior and Legal aspects regarding record keeping.								
7. Check that the dress code of student is according to policy.								
8. Discuss formative and summative assessment dates.								
9. Document details of clinical education and training provided to the students on page two.								

10. Complete student at risk forms if needed.

--	--	--	--	--	--	--	--	--	--

Date	Time e.g., 10h00 to 12h30	Placement allocation	Comments	Signature	
				Lecturer	Student

SIGNATURE HOD/HOC: DATE.....

*Print back-to-back

WESTERN CAPE COLLEGE OF NURSING: DEFICIT FORM

Request for workplace integrated learning (WIL): Deficit hours (Course) _____
This request is only valid for 30 calendar days after issue. Only one area of clinical learning to be accommodated per request

Clinical facility: _____ Subject: _____ Year level: _____

Permission is requested for student: _____ Student number: _____ to make up:

- workplace integrated learning during: Day time/Night time
- in e.g., Community Science _____
- to master nursing care skills/competencies for the level of training as indicated in the learning need

STUDENTS ARE NOT PERMITTED TO MERGE CLASS AND WIL IN A 24 HOUR PERIOD

Requested by: _____ Designation: _____ Contact no: _____ Date: _____

Instructions: Student

- Make an appointment with the allocation officer at the clinical facility 2(two) weeks prior to intended utilisation of learning opportunity
- Ensure that arranged schedule is recorded on the clinical area's duty roster for the dates as arranged
- Report punctually, dressed according to official uniform code
- Keep record of the utilised learning opportunity

Instructions: Allocation officer with whom arrangements needs to be done at the facility

- Arrange clinical learning as requested, not to exceed the maximum of WIL hours of 44H/w (Sun – Sat.):
- Name of RPN.: _____ of (ward/clinic): _____ Ward/clinic Tel. no _____
- Dates arranged: _____ to comply with _____ hours/shifts.

Signed: _____ Date: _____ Contact no. _____

Instructions: Registered Professional Nurse who supervises the student on the day WIL takes place

- Only accept students with a signed form from the academic officer from WCCN that was pre-arranged with and signed by the allocation officer at the clinical facility
- Keep official record of student attendance on the official duty roster
- Sign the student attendance sheet with the actual time of reporting and leaving
- Report any absenteeism, poor behaviour and lack of expected skill according to level of training

Date	S	M	T	W	T	F	S
Shift /Hours							
RPN sign							
RPN print							
Student sign							

TO BE COMPLETED and signed BY Reg. Prof. Nurse on dates hours are updated
REF NO: _____ Date accepted: _____



WESTERN CAPE COLLEGE OF NURSING



WORK INTEGRATED LEARNING(WIL) CLINICAL PLACEMENT TIME SHEET RECORD

STUDENT SURNAME AND NAME				STUDENT NUMBER					
CAMPUS	BOLAND OVERBERG	METRO WEST	SOUTHERN CAPE KAROO		ACADEMIC YEAR	1	2	3	4

SUBJECT				PROGRAM					
---------	--	--	--	---------	--	--	--	--	--

DATE	CLINICAL FACILITY	CLINICAL PLACEMENT e.g Medical	TIME ON DUTY	TIME OFF DUTY	HOURS ABSENT reason e.g. 8H sick	PERSON IN CHARGE SIGN	PERSON IN CHARGE PRINT	STUDENT SIGN	NUMBER OF HOURS WIL
WEEK 1									
D1									
D2									
D3									
D4									
D5									
WEEK 2									
D1									
D2									
D3									
D4									
D5									
WEEK 3									
D1									
D2									
D3									
D4									
D5									
WEEK 4									
D1									
D2									
D3									
D4									
D5									
TOTAL TIME						TOTAL TIME			

HWL 8-3-2022 DATE SUBMITTED TO CLERK:		SIGNATURE OF CLERK:	
---------------------------------------	--	---------------------	--

Example of an accompaniment plan

Facility: VANGUARD CHC

**Post Graduate Diploma Mental Health Placement: Western Cape College of Nursing Regulation R635
YEARPLAN 2021**

Month			APRIL															
Date			11	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
Dr E.VAN WIJK MS BH WILLIAMS				5	5	0	0	5	0	5	5	5	0	5	5	0	0	5
WIL 50% to be supervised																		
STUDENT TIME IN THE FACILITY			07:00 - 16:00 = X 2Stud EvWijk					7:00 - 16:00 = X2 Stud EvWijk					7:00 - 16:00 = X2 Stud EvWijk					
NO	STUDENT	STU NUM	Lecturer responsible					Lecturer responsible					Lecturer responsible Lecturer responsible					
1																		
2																		

CLINICAL ACCOMPANIMENT: SUPERVISED HOURS

Annexure 3 Example of student 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 Satisfactor	Acceptabl	Quite Good	Excellent	Not Applicable
	LECTURER.....						
1.	The lecturer speaks clearly.						
2.	The work is covered at the right speed.						
3.	The lecturer starts class on time.						
4.	The lecturer knows the subject matter very well.						
5.	The lecturer behaves in a professional way.						
6.	The lecturer treats all students with respect and dignity.						
7.	The lecturer makes the subject interesting.						
8.	I understand the explanations given by this lecturer.						
9.	The lecturer’s presentations are well-planned.						
10.	The lecture notes and hand-outs are of a high standard.						
11.	The lecture notes and hand-outs are available when needed.						
12.	All sections of the class work are given a fair amount of time.						
13.	The lecturer gives clear guidelines on the standard of work expected from us.						
14.	The way the lecturer controls the class contributes positively to my learning experience.						
15.	The lecturer encourages questions during class.						
16.	My fellow-students have contributed positively to my learning experience in class.						
17.							

Signed off by HOD Teaching and Learning and Head of Academia and research

Date: 2023/03/22



Dr T M Bock
Head of Academia



Dr A Truter
HOD Learning and Teaching

