




## WESTERN CAPE COLLEGE OF NURSING LECTURERS GUIDE

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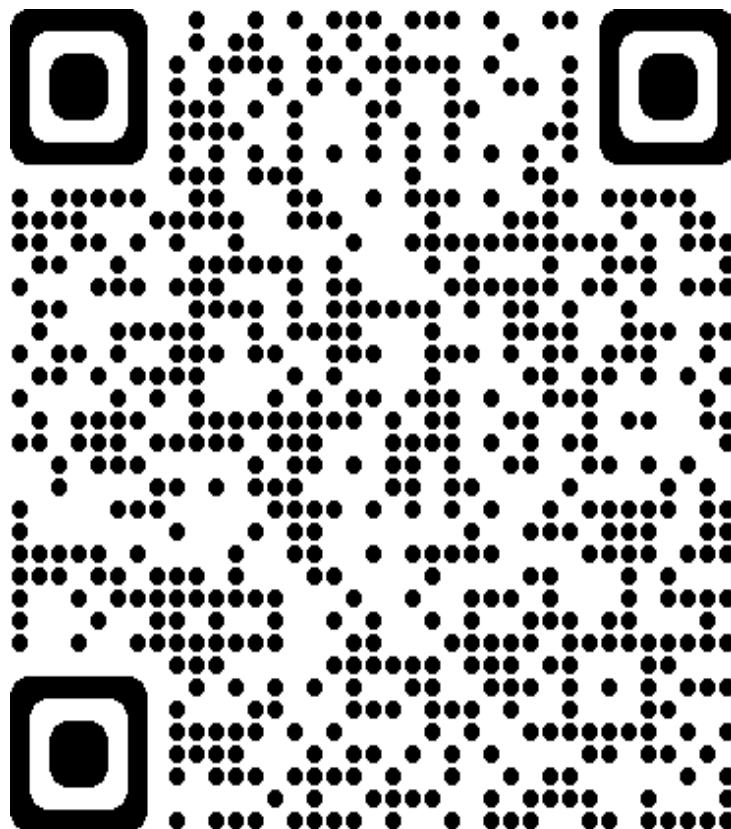
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**Approved by** **Position** **Signature** **Date**

<b>College Senate</b>	<b>Head of Academia</b>		<b>2023/02/26</b>
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<b>REVISION</b>	<b>TITLE OR BRIEF DESCRIPTION</b>	<b>ENTERED BY</b>
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## **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

### **1. Vision Statement: WCCN**

A premier nursing education and training institution that prepares graduates to provide person centered quality care, embrace technology and innovation and function as a member of interprofessional teams in all healthcare settings locally and globally.

### **2. Mission Statement**

The WCCN provides high quality education and training programmes for various categories of nurses who must meet the health needs of the Western Cape Province and South Africa, therefore community-based curricula in keeping with the policy directives of the Department of Health and WHO is presented.

The curriculum is designed advancing the profession and promote the art and science of nursing in an interprofessional collaborative culture locally and globally

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 utilization and sharing of resources to enhance accessibility.

The WCCN further engages in research and outreach services, in partnership with educational institutions and community stakeholders to enhance sustainable environmental practices.

### **3. Our Core Values: I-CARE AND COMPASSION**

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

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

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

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

**Excellence:** The practice of outstanding service provision.

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

## **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 in 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 at a campus and allocated to a programme and 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 the 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. 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 the Senate. Senate also makes decisions in terms of academic matters which fall 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 the College Council are determined by the Higher Education Act and the WCCN Institutional statute. The 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 and to encourage equitable workload across campuses. 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 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 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 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 by 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 the 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

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.

**Special arrangements may be made with the HOD and HOC to allow for the printing of formative theoretical assessments.**

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 write the same assessments on the same day and time. Assessments are jointly set with input from all lecturers across different campuses. One lecturer (preferably the subject coordinator) may take on the responsibility of coordinating the setting up 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. **Special arrangements may be made with HOD and HOC to allow for the printing of formative theoretical 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 preparation of the student for the Summative assessments. The mark allocation of the formative assessment can be less than the summative assessment. The format and type of questions of formative and summative assessments must be the same. Please refer to the WCCN No 42 Policy on the setting and handling of scripts.

**Academic dishonesty is a serious offence** and is managed according to our plagiarism policy.

The WCCN reference technique is available to all staff and students, see QR Code page 2.

Turnitin has been purchased, and 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 always be fair and consistent. To improve consistency, it is advised that a person marks all the questions 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 notes on completion of marking all papers and assignments must be collated by a colleague (Calculate marks to ensure no mistakes are 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. 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 assessments inclusive of the assessment paper and memorandum is moderated, and a moderator will provide a report and make recommendations. After the students sit for the exam or write 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. Please find the link of an example of a lesson plan by scanning the QR Code.

## 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. WCCN student absent from class or WIL will be dealt with in terms of the 8-week rule as per the Policy and Procedure on incapacity leave and Ill-Health retirement (PILIR)

determined in terms of section 3 (2) of the Public Service Act, 1994 as amended by the minister for public service and administration (April 2009). If a person is sick for one day such a person does not need to provide a medical certificate, sick leave for more than two consecutive days must be supported by a medical certificate by a registered practitioner, however if a person is on sick leave again within an 8 week period, such a student must provide a medical certificate). The 8-week rule shall commence on the first day of a student's absence due to sickness or injury.

The class register is completed on a standardised excel template designed to also calculate 80% attendance. This template is implemented across all campuses and must be completed every week (see SOP Completion of registers). A printed copy will be placed in the subject folder for audit purposes. A similar register will be completed for work integrated learning.

## 19. 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 **70% supervision in undergraduate clinical placement, 60% for Advanced Diploma in Midwifery and 50% for Post Graduate students. These percentages include the 20% simulation laboratory hours.** 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 find the link of an example of a deficit form by scanning the QR Code.

## **21. EXAMINATION COMMITTEE AND CONTINUOUS ASSESSMENT MEETINGS**

The WCC examination committee consists of Heads of Programmes, HOD Student matters, lectures teaching on a subject and the Head of Academia and Research and research. The Examination committee is chaired by the Head of Programme/HOD. The Examination committee presents 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 happen 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 making 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 results 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 for attending 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.

Find the link of an example of student reflection on teaching and learning by scanning the QR Code. A copy of such a student feedback record must be placed in the subject folder.

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 always adhered to. 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 (find link to The Invigilation Policy, WCCN No 28 by scanning the QR Code).

#### **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 a pregnancy policy (WCCN N0 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 for 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**

### **(Find link to the subject folder table of contents template by scanning the QR Code)**

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 for keeping subject folders updated.

## **30. POLICIES, STANDARD OPERATIONAL PROCEDURES AND TEMPLATES**

When you scan the QR Code below you will find the links to the following documents:

### **30.1 WCCN Policies**

#### **INDEX OF POLICIES**

- 1 No 1 Vision and Mission WCCN
- 2 No2 RPL WCCN Policies under construction
- 3 No3 Curriculum Development policy
- 4 No 4 Admissions & Registration Policy
- 5 No 5 Provision of information Policy
- 6 No 6 Assessment Policy and rules for progression
- 7 No 7 Student at risk policy
- 8 No 8 Plagiarism and Academic Integrity Policy
- 9 No 9 Subject review policy
- 10 No 10 Teaching and Learning strategy
- 11 No 11 Moderation Policy-changes, 11. Instruction sheet for internal and external moderators
- 12 No 12 Student reflection on Teaching and Learning
- 13 No 13 Work Integrated Learning policy
- 14 No 14 Contingency Plan
- 15 No 15 WCCN Academic Rules and Regulations

- 16 No 16 Library security officer
- 17 No 17 Quality Management Policy
- 18 No 18 Student Academic support
- 19 No 19 Pregnancy Policy
- 20 No 20 Student transport policy
- 21 No 21 Referencing techniques guide
- 22 No 22 Student identification devices
- 23 No 23 Indemnity Policy
- 24 No 24 Student disabilities policy
- 25 No 25 SRC Policy
- 26 No 26 Programme administrative Policy
- 27 No 27 Disciplinary and Appeals policy
- 28 No 28 Invigilation policy-changes
- 29 No 29 Certification Policy
- 30 No 30 Policy for the development of learning material
- 31 No 31 Information literacy Policy
- 32 No 32 Orientation of students Policy
- 33 No 33 Progression rules
- 34 No 34 Orientation of Staff policy
- 35 No 35 Research Policy
- 36 No 36 WCCN Library access Policy
- 37 No 37 WCCN Library conditions of use Policy
- 38 No 38 WCCN Library donation policy
- 39 No 39 WCCN Library collections Policy
- 40 No 40 WCCN Library acquisitions Policy
- 41 No 41 WCCN verification process for SANC submissions
- 42 No 42 Policy on the setting and handling of assessments across multi campuses
- 43 No 43 Peer Review
- 44 No 44 Student recruitment and selection policy National and SOP
  - No 44.1 Template Monitoring and Evaluation Recruitment Undergraduate students
  - No 44.2 Template Monitoring and evaluation Recruitment Postgraduate students
  - No 44.3 SOP PGDIP Selection
- 45 No 45 Clinical Accompaniment policy
- 46 No 46 WCCN Policy on Documentation
- 47 No 47 WCCN Simulation Laboratory policy
- 48 No 48 WCCN Language Policy
- 49 No 49 WCCN Programme Review Policy
- 50 No 50 WCCN Governance Structure
- 51 No 51 Institutional Statute
- 52 No 52 Code of Conduct
- 53 No 53 WCCN Blended Learning Policy
- 54 No 54 WCCN Policy on the Development of Policies

### **30.2 WCCN Standard Operational Procedure (SOP)**

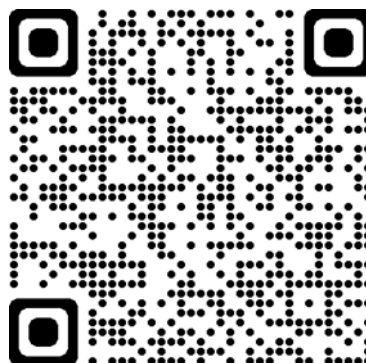
1. Compilation of an Assessment schedule
2. Assessment tasks
3. Managing student's assessments and subjects at risk
4. Marking
5. Moderation
6. Uploading and publication of marks
7. Clinical Learning
8. Clinical assessments
9. Completion of register
10. Lecturers guide to Quality Assurance

11. Assignment instructions
12. Progression
13. Managing complaints in the services
14. Dealing with a student injury while in the clinical area
15. Graduation Procession
16. Graduation Protocol

### **30.3 WCCN Templates**

1. Application to the WCCN Senate: Appeal Academic exclusion
2. Assessment front page
3. At risk assessment report
4. At risk assessment subject lecturer report
5. Clinical WIL timesheet
6. Coversheet for transporting assessments
7. Deficit form
8. Examination answer book
9. Information letter to Facility Unit Manager
10. Lesson Plan
11. Marksheet
12. Pre-and post-moderation template
13. Record keeping of student support
14. Student accompaniment report
15. Student feedback on clinical teaching/Work integrated learning
16. Student interview and marks review template
17. Student academic request form
18. Student reflection on teaching- theory
19. Student reflection on academic programme
20. Subject review checklist
21. SBA Quarterly report
22. Appointment as invigilator
23. Lecturer Attendance Clinical site
24. Student Attendance Clinical site
25. Request for printing template
26. Lecturer satisfaction survey

### **QR Code Policies**



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



