# WALTER SISULU UNIVERSITY EVALUATION OF TEACHING POLICY

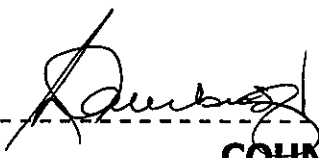| Sponsor Division | ACADEMIC AFFAIRS & RESEARCH |
|---|---|
| Responsible Department | DVC (ACADEMIC AFFAIRS & RESEARCH) |
| | |
| Related WSU policies | |
| | |
| Policy name | |
| | |
| Evaluation Of Teaching | |
| Change History | |
| | |
| Approval authority | Council |
| Approval Date | 27 November 2015 |
| Latest revision date | 11 November 2015 |
| Effective date | Immediate |

COUNCIL

Table of Contents

**PREAMBLE**

Teaching or facilitation of learning, as it is now known, is the core business of Walter Sisulu University (WSU). Walter Sisulu University in pursuit of its mission is committed to seven values including quality, integrity, and excellence.

To achieve this excellence, it is therefore the responsibility of academics, as professionals, to ensure that at various intervals, they undertake formative reviews and reflect on their teaching practice in order to improve educational delivery and for their own professional development.

The University also has to ensure that the academics are provided with space to implement evaluation as a quality assurance measure to improve their teaching.

**ACROYNMS**

HESD:   Higher Education Support and Development
HEQC:   Higher Education Quality Committee
HEQSF:  Higher Education Qualifications Sub-Framework
NQF:    National Qualifications Framework
SAQA:   South African Qualifications Authority
WSU:    Walter Sisulu University

### 1. What is evaluation?

For the purpose of this document, evaluation is defined as the gathering and interpretation of information regarding aspects of teaching and curriculum with the aim of establishing a base for and monitoring of continuous improvement. This information may be obtained from a number of sources, and lecturers are encouraged to employ a wide range of evaluation strategies as a regular part of their professional academic development. The reader is referred to the resource centre and the Higher Education Support and Development (HESD) for further information. Information gathered through evaluations should be used to inform changes to curriculum, resources allocation, coaching and training where necessary.

### 2. Why evaluate?

Although an evaluation process cannot yield absolute results, it is essential for accountability and for informing goals for improvement. The purpose of evaluation of teaching is to:

- Diagnose strengths and weaknesses thereby providing proper and relevant interventions.
- Improve the quality of teaching so that students are provided with a better learning environment.
- Monitor and evaluate innovative teaching and learning.
- Provide WSU and faculty management with valid documentation that could assist them in making sound and objective decisions with regard to skills training, probation, promotion and performance appraisal.
- Enable staff to reflect upon their teaching/facilitating skills on the basis of peer and student perceptions against key performance areas.
- Enable WSU to demonstrate effective quality assurance processes in relation to learning and teaching environment.

The process described below is intended to ensure accountability and to enable improvement in teaching, learning and course design. It is intended to apply a more developmental approach.

### 3. Sources of evaluation

To form a broad picture of one's teaching practice and course design, information must be obtained from a number of sources namely:

- Oneself
- A peer
- One's head of department
- Students

Information from the first three is captured in the Lecturer Evaluation form (see Appendix B). Information from students is captured in the *Evaluation by Student* form (see Appendix C). While individual departments may choose to supplement/compliment these forms with others of their own, they may not modify any other form for those approved. Evaluation forms may be amended from time to time.

Secondary uses of evaluation forms

As indicated above, a primary purpose of evaluation is professional development. However, because part of professionalism is accountability, the evaluation forms may serve as a source of reference if questions arise regarding continued employment or suitability for promotion.

When to evaluate?

1. Evaluation may take place at any time during the academic year. Indeed, an early evaluation can help improve delivery during the rest of the year. It is also possible to have an early evaluation for development purposes which will not be on permanent record as well as a later evaluation that will be part of the formally captured institutional evaluation process.
2. The *Evaluation by Student* form is to be completed for every subject offering, i.e., every semester for semester courses and annually for year courses.
3. The *Lecturer Evaluation* form is to be completed annually for every full-time lecturer.
4. In the case of probationary, part-time or contract appointments, information from at least two of the four sources should be elicited each semester.

## 5. Process

The process for evaluation may be amended from time to time as circumstances require. For the current process, see Appendix A Procedure Manual.

## 6. Legislative Framework

This policy is designed and developed within the
- WSU planning framework
- HEQC
- SAQA
- HEQSF

And must be read in conjunction with the following policies

- Academic Staff Development Policy
- Assessment and Moderation for Student Learning Policy
- Curriculum Development and Review
- Annual Academic Staff Review (Draft)
- Award of Merit Certificates by Faculties (Draft)
- AD Hominem Appointments and Promotion Policy

## 7. Guiding Principles

- The policy has no threats or sanctions attached to it.
- It is essential and form basis for continual and continuous professional development.
- It is developmental and seeks to diagnose and provide the necessary and relevant support.

- The formative developmental nature of evaluation needs to be balanced with the need for accountability. A secondary purpose of teaching evaluation must thus by necessity be summative.
- It is the responsibility of the individual academic who is a lecturer of the course together with Head of Department.
- It should be done regularly as determined by the department.
- It should promote reflective practice so that it can enhance the scholarship of teaching by promoting the critique of practice that is often facilitated by conversations about teaching among peers and by reference to educational theory and literature.
- Sources of evaluation could include:
  - Self evaluation
  - Peers
  - Students
  - External examiners
- Students will be given feedback timeously on all courses/modules evaluated.

## 8. Disclosure

Information gathered through evaluation will be made available to the individual lecturer in the first instance. However, the HoD and the Deans will have access to such information and they are expected to adhere to the principle of respect and confidentiality. Learners who participated in the evaluation are guaranteed anonymity. (Refer to the tool about student feedback categorization)

## 9. Monitoring and Evaluation

- The staff is encouraged to make known improvements that are to be implemented in the learning and teaching environment in response to feedback received.
- The staff member and HoD shall, on the basis of the results, determine the course of action aimed at improving the teaching.
- The action may include identifying a programme of staff development, review of curriculum or changing other practice.
- The monitoring of this policy will be done by the Quality Assurance Committee. The implementation will be done by faculties, the Quality Management Directorate and HESD.

# _APPENDIX A_

# PROCEDURE MANUAL FOR THE EVALUATION OF TEACHING POLICY

## 1. Introduction

The Evaluation of Teaching Policy requires that all teaching faculty members be evaluated periodically in order to improve educational delivery and for their own professional development. This procedure manual is meant to assist in the implementation of the evaluation of teaching policy by providing guidelines as to how it should be used. It should thus, be read in conjunction with the policy.

## 2. ACROYNMS

HESD – Higher Education Support and Development
WSU - Walter Sisulu University
QA - Quality Assurance
QAO – Quality Assurance Officer -
HOD - Head of Department
TDS - Teaching Development Specialist

## 3. Instruments of Evaluation

  (a) Self Evaluation
  (b) Peer Evaluation
  (c) Evaluation by the supervisor
  (d) Evaluation by students

## 4. Student Evaluation Instrument

The Quality Management Directorate has developed a student questionnaire instrument for evaluation of instruction which focuses on two broad areas of teaching competences namely course offering and lecturer's teaching strategies (instructor). The course offering section comprises of questions that seek to evaluate aspects of the course offered by the instructor such as course objectives, course organization, relevance of content, tests, assignments and marking etc. The Instructor section focuses on issues such as his/her knowledge of the subject matter, enthusiasm, assessment strategies, level of preparedness, response to student problems, feedback, didactic skills, punctuality, level of responsibility etc.

The questions/items on the student questionnaire instrument require a ranked response. A ranked response requires the students to respond to a statement (e.g. the instructor /lecturer stimulates the creative ability of students) by selecting one of the following options: strongly disagree, disagree Agree, Strongly agree. For the convenience of the participating students, the response options and the questions/statements are written in both English and Xhosa so as to minimize chances of ambiguous interpretation

### 4.1. PROCEDURE

4.1.1.      Ideally, student evaluations of teaching must be undertaken in respect of each module anytime of each term

4.1.2.      It is the responsibility of the individual lecturer of the course together with the Head of Department (HoD) and Faculty Quality Assurance Officer (QAO) to ensure that this evaluation is done.

4.1.3.      Evaluation of teaching should be done in a three(3) step process i.e.

4.1.3.1.    Step 1: Measure - standards in place and procedures followed in teaching and learning of the particular course/module. HoD and QAO's responsibility

4.1.3.2.    Step 2: Assess – Evaluate the standards using an indicator e.g. questionnaire. QAO, HoD and HESD' responsibility

4.1.3.3.    Step 3: Intervene – Address indicators in performance gap identified. HoD, HESD's responsibility.

### 4.1.3.1. Step 1

The lecturer should consult the Quality Management Directorate to load the Evaluation of Teaching questionnaire into his/her course/module on WiSeUp. The QAO and lecturer arrange time slot for use of computer lab for students to complete the questionnaire. Students are informed of purpose and significance the assessment, date and time of the evaluation by the lecturer. Students will be more open and honest if they are assured that their responses will be treated with the utmost confidentiality. Further, each department shall make provisions to assure that no student is penalized for expressing his or her own opinion. The QAO supervises students during completion of the questionnaire.

### 4.1.3.2. Step 2

Once the questionnaire has been completed, QMD analyses the data collected. QAO and HESD calculate the average scores for modules and lecturers. A scale is used to interpret and categorize students' responses e.g.

4 categories:
- A+ (excellent): $\geq 4.5$
- A (fair to good): $\geq 3.5 < 4.5$
- B (needs improvement): $\geq 3.0 < 3.5$
- C ( does not meet set standards): $< 3.0$

The results are distributed to the lectuer, HoD, and TDS immediately, thereafter feedback to the students should be given according to the above mentioned categories.

### 4.1.3.3. Step 3

HoD studies and responds to each category's implications per lecturer and course/module. There is publication of top 5 lecturers per department evaluated and top 5 courses/modules in WSU newsletter and website. Responses will be categorized using the above scale as:

**Category A – A+**

HoD writes a congratulatory letter to lecturer on his/her performance.

**Category B**

Lecturer makes improvement plan and discusses it with HoD. They agree on time frames for the improvement plan implementation.

**Category C**

- A meeting of the lecturer, HoD, QAO and TDS is called where agreements on improvement plans are made. The necessary support given to lecturer by all.
- The lecturer teaches again
  - o   HoD and TDS make class visit to observe the lecturer's teaching
- Another evaluation is done,
  - o   If results improve, lecturer is encouraged to do more.
  - o   If results are the same/worse, more intensive intervention is planned e.g. workshop/training
- 3$^{rd}$ evaluation is done
  - o   If results improve, then the lecturer is encouraged to continue with improvement plans.
  - o   If results are the same/worse, HoD recommends that lecturer be removed from teaching the course/module.

4.1.4.   The lecturer will file the evaluation report in a teaching portfolio.

4.1.5.   The Evaluation of teaching reports are discussed in Departmental meetings and form part of the Departmental annual report.

## 5.   Self-evaluation

Self-evaluation is probably one of the most effective strategies for improving the teaching skills of lecturers. It involves critical reflection on information gathered in the process of looking at one's teaching through the other lenses. It is a way of practicing self-reflection and should be done in a fairly regular way. Self-appraisal gives the lecturer a voice in the appraisal process, thereby dispelling the misconception that appraisal activity is a passive activity, something done to appraisee. It is also important as it ensures that the lecturer knows against what criteria he/she is being measured thereby eliminating any potential surprises.

### 5.1. PROCEDURE

5.1.1.   The lecturer completes the assessment, under the column labelled **"self "**. This should be done in an honest manner with a view for personal growth.

5.1.2.1.   The lecturer should document his/her self-reflections as well as the feedback from others in a professional portfolio. Teaching portfolios are a means of documenting good teaching at both institutional and personal levels. Lecturers are encouraged to consult LTD staff on the compilation of a teaching portfolio. Compiling a professional portfolio should not be seen as an event but as a continuous process. This is an important source of evaluation that is going to be needed in respect of any staff who aspires for promotion or for consideration for the teaching excellence award, which is currently gaining momentum at WSU.

## 6.   Peer evaluation

Getting feedback from one's peers has become an internationally acclaimed practice that is consistent with sound teaching. If well managed, peer evaluation can contribute towards an individual teacher's professional development. The peer reviewer must be a colleague of any rank mutually agreed upon by the lecture concerned and the HOD.

Such a person can be chosen from the same department, a cognate department or where this is not possible, a member of the HESD can be requested to carry out such function. The guiding criteria in selecting a peer reviewer is that he/she should be committed to the primacy of staff development.

## 6.1. Procedure

6.1.1. It is recommended that peer reviews be conducted for all faculties with teaching duties at any appropriate time that will allow for corrective measures within the semester. Ideally every lecturer should be peer evaluated at least once per year. This is not a hard and fast rule, and, in order to increase the reliability and validity of peer evaluation, it can be helpful for departments to set up a system of peer evaluation which works well for their particular circumstances.

**As a general principle, the following five-step peer observation strategy is recommended.**

**Step 1:** A pre-observational meeting between the lecturer and the peer observer to establish among other things the following:

(a) Rapport
(b) The context of the teaching (nature of the course, aims and learning outcomes for course, number and composition of students, material covered, teaching materials used, etc)
(c) Aspects of the teaching to be evaluated
(d) The form of the evaluation instrument

**Step 2:** The observation in which the observer records what happens in the class

**Step 3:** A period of analysis in which the observer analyses what he or she has seen

**Step 4:** A post-observation meeting of the observer and the lecturer in which
(a) The observer reports on the observation made
(b) The lecturer talks back to the evaluation
(c) The observer and the lecturer discusses strategies for development/ management of problems

**Step 5:** The report, which is usually given only to the lecturer concerned and remains confidential. (The report is only sent to other people if the person being evaluated requests it.)

## 7. Supervisor evaluation

Teaching and learning in the class must be evaluated by the lecturer's supervisor or line manager (HOD) or any other responsible person delegated to do this task. The policy on evaluation of teaching provides that evaluation from the supervisor be triangulated with self and peer evaluation.

**PROCEDURES**

7.1.1. The supervisor completes the supervisor "column" on the evaluation form after he/she has attended at least one lecture by the lecturer being evaluated.

7.1.2. The lecturer meets the supervisor to establish among other things the following:

(a) Rapport

(b) The context of the teaching (nature of the course, aims and learning outcomes for course, number and composition of students, material covered, teaching materials used, etc)
(c) Aspects of the teaching to be evaluated
(d) The form of the evaluation instrument

7.1.3. The supervisor and the lecturer meet to discuss strengths and weaknesses and formulate a plan for improvement based on information obtained from the three completed lecturer evaluation forms.

7.1.4. In cases of severe disagreement between a lecturer and supervisor a moderator agreed upon by both parties may assist in the evaluation interview.

# APPENDIX B

## LECTURER EVALUATION FORM

**NAME** :

**POSITION**                    :

**DEPARTMENT**             :

**SUBJECTS CURRENTLY OFFERING:** _____

_____

_____

**NAME OF PEER COMPLETING
THE EVALUATION**

_____

**NAME OF SUPERVISOR (HOD) COMPLETING THE
EVALUATION**_____

**DATE OF EVALUATION**_____

*This form is to aid lecturers in their quest for **continual improvement**. It aims to highlight
strengths and areas for improvement, thus serving as a tool for assuring high quality service.
The form should be completed annually by full-time lecturers, their peers and their immediate
supervisors. For part-time and contract lecturers and for those in their probationary year, this
form should be completed every semester by at least two of the parties mentioned above.*

**Please score as follows:**

**1 = No**
**2 = Very little**
**3 = Mostly**
**4 = Doing excellently**

| Professional Knowledge, Attitude and Behaviour | Self | Peer | Supervisor |
|---|---|---|---|
| | | | |
| 1. Do I maintain communication with colleagues who work in related fields? | | | |
| 2. Do I have an excellent knowledge of the subject matter? | | | |
| 3. Do I behave in a morally correct (ethical) way in the conduct of my duties? | | | |
| 4. Do I consult and liaise with industry? | | | |
| | | | |
| **Communication** | | | |
| 6. Am I available for consultation during regular office hours? | | | |
| 7. Do I make course objectives clear? | | | |
| 8. Do I define students' responsibilities clearly? | | | |
| 9. Do I give reasonable notice of tests and assignments? | | | |
| 10. Do I use language appropriate for the students' level of English competence? | | | |
| | | | |
| **Motivation** | | | |
| 11. Do I feel that I am making a positive contribution? | | | |
| 12. Am I generally enthusiastic about my work? | | | |
| 13. Do I put significant effort into my work? | | | |
| | | | |
| **Course Organization** | | | |
| 14. Do I organize my course well? | | | |
| 15. Do I try to ensure that course content is relevant and useful? | | | |
| | | | |
| **Student Assessment** | | | |
| 16. Do I design assessment tasks that that are aligned with set learning outcomes? | | | |
| 17. Is the wording of the assessment tasks understandable? | | | |
| 18. Do I use assessment tasks to measure knowledge, understanding, or ability to perform? | | | |
| 19. Do I recognize/reward excellent performance by students? | | | |
| 20. Do I return scripts within a reasonable period of time? | | | |
| 21. Do I give feedback to my students timeously? | | | |
| 22. Do I address poor performance by students? | | | |

| | | | |
|---|---|---|---|
| | | | |
| ***Classroom Practice*** | | | |
| 22. Am I well prepared for each class? | | | |
| 23. Do I utilize class time appropriately? | | | |
| 24. Do I give clear examples and explanations? | | | |
| 25. Do I respond respectfully to student questions and viewpoints? | | | |
| 26. Do I start and dismiss class at scheduled times? | | | |
| 27. Am I present in class for all my timetabled lectures? | | | |
| 28. Do I make effective use of the resource centre? | | | |
| 29. Does my learner guide follow the institutional guidelines? | | | |
| 30. Is my teaching learner centered? | | | |
| 31. | | | |
| | | | |
| ***Administrative Abilities*** | | | |
| 32. Have I familiarized myself with my administrative duties? | | | |
| 33. Do I perform administrative duties thoroughly? | | | |
| | | | |
| **Personal Attributes** | | | |
| 34. Am I approachable and friendly? | | | |
| 35. Am I responsible and self-disciplined? | | | |
| 36. Am I firm but fair with students? | | | |
| 37. Can I work well under pressure? | | | |
| 38. Do I handle conflict effectively? | | | |
| 39. Do I take initiative and suggest or implement innovation? | | | |

***Self –Improvement***

| | Self | Peer | Supervisor |
|---|---|---|---|
| 40. Do I analyse and improve my skills and methods based on my students' results? | | | |
| 41. What opportunities do I make to receive feedback from colleagues? | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| 42. How do I go about developing my skills and expertise? | | | |
| | | | |

|  |  |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |

### *43- 45Add items specific to job description and not covered above*

|  | Self | Peer | Supervisor |
|---|---|---|---|
| 43. |  |  |  |
| 44. |  |  |  |
| 45. |  |  |  |
| 46. Overall, how well am I performing in my job? |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### *List subjects taught last year, and pass rate*

| *SUBJECT* | *PASS RATE* | *DEPT. PASS RATE* | *INSTITUTIONAL PASS RATE* |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### *Non-teaching responsibilities:*

|  |
|---|
|  |
|  |
|  |
|  |

## *Previous Objectives*
## *(This section is applicable to those who have done this exercise before)*

Objective:

_____

_____

Comments:  Self

_____

_____

Comments:  Supervisor

_____

_____

_____

Objective:

_____

_____

Comments:  Self

_____

_____

Comments:  Supervisor

_____

_____

_____

Objective:_____

_____

Comments:  Self

_____

Comments: Supervisor

_____

_____

_____

Objective:

_____

Comments: Self

_____

_____

Comments: Supervisor

_____

_____

## PROPOSED ACTION PLAN

*Training requirements, self-development and / or additional experience. Essential infrastrutural needs may also be included.*

|  |
|  |
|  |
|  |
|  |
|  |
|  |

| COMMENTS: Supervisor |
|  |
|  |
|  |
|  |

## SIGNATURES:

_____
**SUPERVISOR**

_____
**EMPLOYEE**

_____
**MODERATOR**
**(If Present)**

**DATED:** _____

# APPENDIX C

# EVALUATION BY STUDENT

## EVALUATION BY STUDENT/UVAVANYO LWABAFUNDI

Subject Code_____                          Lecturer _____
**IKHOWUDI YESIFUNDO**
**Subject Name**
**Campus**_____
**Date**
**Site**                          **UMHLOHLI**

---

Directions: For each item below, please indicate the extent to which you agree with the statement.
**INkcazo: Ngomba ngamnye ongezantsi, chaza ukuba uvumelana kangakanani nawo.**
1=Strongly Disagree/**Andivumelani konkekonke**
2=Disagree/**Andivumelani**
33=Agree/**Ndiyavumelana**
4=Strongly Agree/**Ndivumelana ngokupheleleyo**

## 1.          COURSE OFFERING/ISIFUNDO

1 2 3 4          1. Learner guides are received at the beginning of the course
                    **Isikhokhelo sesifundo sifumaneka ekuqaleni kwesifundo**
1 2 3 4          2. Course learning outcomes are clear.
                    **Zicacile injongo zesifundo.**
1 2 3 4          3. Course content is relevant and useful
                    **Izifundo zicwangcisiwe ngendlela eyiyo.**
1 2 3 4          4. Student responsibilities are clearly defined.
                    **Lucacisiwe uxanduva lomfundi ngokuphuhlileyo.**
1 2 3 4          5. Reading and other materials have helped me understand the course topics.
                    **Imixholo indincedile ekulandeleni izihloko zesifundo**
1 2 3 4          6. Assessment tasks concentrate on important points of the course.
                    **Uvavanyo lugxininisa kwimiba ebalulekileyo yesifundo.**
1 2 3 4          7. Assessment tasks are clearly worded.
                    **Uvavanyo lucacile.**
1 2 3 4          8. Assessment tasks are good measures of my knowledge, understanding, or
                    ability to perform.
                    **Uvavanyo lusisixhobo esifanelekileyo ukubonisa ubunzulu
                    bolwazi, nokuqonda kwam.**
1 2 3 4          9. Marking is fair.
                    **Yamkelekile indlela yokukorekisha.**

1 2 3 4      10. Assignments are appropriately distributed throughout the year.
                ***Umsebenzi wohlulwe ngokufanelekileyo wonke.***

1 2 3 4      11. The content covers the latest developments in the learning area.
                ***Umxholo uquka izimvo ezibonisa uphuhliso olutsha kwizifundo.***

1 2 3 4      12. The volume of the subject content is manageable.
                ***Umthamo wezifundo uyalawuleka.***

1 2 3 4      13. Course as a whole has produced new knowledge, skills and awareness in me.
                ***Izifundo zindikhokhelele kubucwepheshe nolwazi olutsha***
                ***ngokupheleleyo.***

## 2.        INSTRUCTOR Class Performance/ *Uluvo ngomsebenzi kaTitshala*

1 2 3 4      1. Has an <u>excellent</u> knowledge of the subject matter.
                ***Unolwazi oluphangaleleyo ngesifundo.***

1 2 3 4      2. Is enthusiastic about the subject.
                ***Unomdla ngesifundo.***

1 2 3 4      3. Is well prepared for each class.
                ***Uyazilungiselela kwisifundo ngasinye.***

1 2 3 4      4. Makes appropriate use of class time.
                **U*lisebenzisa ngendlela eyiyo ixesha lesifundo.***

1 2 3 4      5. Gives clear examples and explanations.
                **U*nika imizekelo neengcaciso ezicacileyo.***

1 2 3 4      6. Provides constructive and informative feedback.
                ***Wenza ingxelo elulutho nefundisayo emva koviwo.***

1 2 3 4      7. Clearly explains difficult concepts, ideas, or theories.
                ***Ingqiqo, nembono okanye iingcingane uzicacisa kokucacileyo.***

1 2 3 4      8. Responds respectfully to student questions and viewpoints.
                ***Uphendula ngembeko kwimibuzo neembono zabafundi.***

1 2 3 4      9. Is genuinely interested in helping me understand the subject.
                ***Unomdla ngenene ekundincedeni ndazi izifundo zam.***

1 2 3 4      10. Is available to students during regular and reasonable office hours.
                ***Uyafumaneka kubafundi ngamaxesha onke omsebenzi.***

1 2 3 4      11. Motivates me by his/her examples to want to learn about the subject.
                **U*yandikhuthaza ngemizekelo yakhe ukuze ndibe nomdla***
                ***ezifundweni.***

1 2 3 4      12. Has produced new knowledge, skills and awareness in me.
                ***Undenze ndaba nolwazi nobuchwephesha obutsha.***

1 2 3 4      13. Starts/dismisses class at scheduled times.
                ***Uqala agqibe izifundo ngamaxesha amisiweyo.***

1 2 3 4      14. Always attends his/her classes.
                ***Usoloko efumaneka emagumbini okufundela.***

1 2 3 4      15. Gives reasonable notice of tests and assignments.
                **U*nika ixesha elaneleyo ukwazisa ngovavanyo nangomsebenzi***
                ***oza kungeniswa.***

1 2 3 4      16. Provides opportunities for self-study.
                ***Unika amathuba okuzifundela***

1 2 3 4      17. Inspires confidence.
                ***Uvuselela ukuzithemba.***

1 2 3 4      18. Is in control of the teaching situation.
                ***Uyakwazi ukulawula imo yokufundisa.***

1 2 3 4          19. Creates a positive class atmosphere where students feel free to participate.
                 *Wenza imo ekhululekileyo kubafundi ukuze bathathe inxaxheba ngokukhululekileyo.*
1 2 3 4          20. Explains the aims of individual lectures and projects.
                 *Uyazicacisa iinjongo nomsebenzi wesifundo ngasinye.*
1 2 3 4          21. Stimulates the creative ability of students.
                 *Uvuselela umdla wabafundi ekuvezeni isakhono sabo.*
1 2 3 4          22. Encourages students to think independently.
                 *Ukhuthaza abafundi ukuba bakwazi ukuzicingela.*
1 2 3 4          23. Presents interesting and stimulating lectures.
                 *Unika izifundo ezinomdla nezivuselelayo.*


*Questions on Practical Component*
*(Only students doing courses that have practicals may answer this section)*

1 2 3 4          24. Theory presented is linked to practical implementation.
                 *Umsebenzi ofundwayo uyanxulumana nomsebenzi wenziwayo.*
1 2 3 4          25. Practical work resources are adequately provided
                 **Izixhobo zokwenza umsebenzi wezandla zifumaneka ngokwaneleyo**
1 2 3 4          26. Presents interesting and stimulating practicals.
                 *Unika umsebenzi owenza umdla novuselelayo.*
1 2 3 4          27. Enough time is given to complete the practical
                 Umsebenzi wezandla unexesha eloneleyo

---

**3.**

| | V-Poor | Poor | Fair | Good | V Good |
|---|---|---|---|---|---|
| Overall Course Offering Rating *Inkcazo epheleleyo ngesifundo* | | | | | |
| Overall instructor rating *Kulwazi olutsha* | | | | | |

---

**4.**
A.   Please comment on the COURSE including any practical component
(e.g. likes, suggestions, etc.)

*Phefumla ngesifundo, kunye nawuphi umsebenzi owenziwayo (njengezinto ozithandayo, iimbono, nezinye)*

B. Please comment on the INSTRUCTOR (e.g. strengths, suggestions, etc.)
*Phefumla ngomhlohli( kwizinto ezinjengokumelana nokwenza izinto, iimbono, nezinye)*

# *APPENDIX D*

# *EVALUATION FORM CORRESPONDING ITEMS*

| Lecturer Evaluation Form | Evaluation by students |
|---|---|
| 3. | 2.1 |
| 6. | 2.10 |
| 7. | 1.1 |
| 8. | 1.3 |
| 9. | 2.15 |
| 12. | 2.2 |
| 14. | 1.2 |
| 15. | 1.4 |
| 16. | 1.6 |
| 17. | 1.7 |
| 18. | 1.8 |
| 22. | 2.3 |
| 23. | 2.4 |
| 24. | 2.5 |
| 25. | 2.8 |
| 26. | 2.13 |
| 27. | 2.14 |
| | |