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POLICY INFO



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POLICY BOOKLET

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Safety and Wellness Policy

The management of Belgium Campus considers nothing more important than the promotion of safety, health and wellness.

It is our policy therefore to promote and maintain a safe working environment to ensure the safety, health and wellness of our people. This objective will only be achieved by insistence on high standards of training and information sharing.

Employees will be familiarised with the procedures and regulations or the OHS ACT, 85 OF 1993. Belgium Campus has committed itself to provide the necessary leadership and support to develop and maintain the safety management program, which will implement these objectives.

Prompt accident and incident notification, investigation and reporting by students and employees at all levels.

The reduction of injuries and the elimination of hazards that may threaten the wellbeing of our people. Ensuring a healthy and productive work and learning environment.

The prevention, reduction and elimination and control of incidents.

Admission Policy

Admission to the first year General

The Belgium Campus does not put an age restriction on their students, but a minimum standard for admission, as follows:

A candidate must possess a National Senior Certificate (NSC) as certified by Umalusi or an equivalent foreign qualification that has been converted by the South African Qualifications Authority (SAQA). The endorsement specifies whether the candidate may enrol for study for a diploma or bachelor degree.

All students must be proficient in spoken and written English, with the exception of profoundly deaf students, where the oral mode is replaced by manual mode of communication.

Additional Requirements for a degree:

A level four passing grade for Mathematics.

Applicants who completed Mathematics Literacy have to attend an Introductory Mathematics module before the academic year commences. Passing this module, will allow the applicant to enrol for a degree program. Unsuccessful candidates may still enrol for the diploma program.

No prior knowledge or experience of computer science is required or assumed. Candidates who intend to enrol for a degree program, may elect to attend a module in End User Computing before the academic year commences.

Recognition of Prior Learning (RPL) is applicable and valuable.

Language

All classes are offered in English. Therefore, students should have a good understanding of the English language, both written and spoken. We endeavour to have lecturing staff who can speak Afrikaans, Sotho and Sign Language to give a better understanding to certain students.

Learning assumed to be in place

Computer science at secondary level is not required but the learning assumed to be in place is basic computer literacy. This knowledge could have been gained through other means than formal learning. Applicants not meeting these criteria will be required to attend a computer literacy course before commencing with any of the modules/courses of the programme.

Admission to higher years

Higher Academic Programme Years

Students wishing to register for a higher academic programme year must meet the following requirements:

All (100% of) credits passed:

The student passes the academic programme year and is promoted to the next programme year and pay the necessary registration and tuition fee.

Less than 100%, but at least 55% of credits passed:

The student may enrol for the next academic year with an individual itinerary. Failed subjects must be repeated in this next programme year. A maximum load of 110% (132 credits) of the credits for the programme year may be allowed. As a result, if the combined programme of repeated and new subjects exceeds this limit, subjects from the next programme year will be excluded from the year to satisfy the maximum load requirement. These subjects are transferred to the programme for the subsequent year. Transferred subjects must prefer subjects for which the prerequisites have not yet been met. If a personalised itinerary is granted, they can register for the personalised academic programme year and pay the necessary registration and tuition fee.

Less than 55% of credits passed:

The student fails the academic programme year. The student must re-enrol for this programme year. For years beyond the first enrolment in a programme, a student may retain credit for individual subjects passed during the failed year with a final result of at least 60% for a core or fundamental subject or 55% for an elective subject. Credit may be retained for repeated subjects from earlier academic programme years passed with the standard pass rate. When the number of credits in such a repeated year is less than 100% of the credits for the year, due to retaining credit for passed subjects, subjects from a higher academic programme year may be added to the year to reach 100% of the credits allowed for the programme year.

Experiential Learning year

In order to gain admission to the final experiential learning year, a student must satisfy one of the following requirements:

All subjects from the academic programme are passed, or

Outstanding subjects (to a maximum of three subjects) satisfy the requirement that the sum of the credits of outstanding does not exceed 15% of the total credits for the final academic year. In this case, the student may complete the outstanding subjects during the experiential learning year.

Students wishing to register for the practical year must pay the necessary fee. If the student does not meet these minimum requirements, the student must successfully complete any outstanding subjects before gaining admission to enrol for the experiential learning year.

Terms and Conditions of Enrolment Agreement

1. Agreement:

- a. This agreement contains all the terms and conditions of the agreement and no representation, no addition, no variation or cancellation of this agreement shall be of any force and effect unless reduced to writing and signed by all parties;
- b. This agreement does not contain Belgium Campus's rules and regulations. A hard copy of the full rules and regulations is given to the students at the beginning of every academic year and is available on request.

2. Period:

- a. This agreement is for the fixed period of 1 academic year and neither the student, nor the parents or the payer can cancel this agreement prior to the expiry of the academic year as is recorded in this agreement;
- b. This agreement will be extended until such time as the full balance has been settled.

3. Enrolment:

- a. From date of signature hereof the student shall be entitled to follow the course registered for at Belgium Campus subject to the terms and conditions of this agreement for the period recorded on this agreement subject to Belgium Campus's rules and regulations;
- b. The student shall provide Belgium Campus with valid copies of all required documents.

4. Payment:

- a. The payer shall pay the registration fee as recorded on this agreement to Belgium Campus on the date of signature. The payer shall pay every instalment as recorded on this agreement on or before due date of such instalment;
- b. The payer shall be liable to pay interest at the rate of 14% per annum on any amount due and payable by the payer in terms hereof and which is not paid on due date calculated from due date until date of receipt by Belgium Campus of payment. In the event of the payer's failure to pay any instalment on the due date thereof, the payer shall become liable to pay all costs in connection with the attorney inclusive of collection commission. Access to all campus facilities and courses will be denied until such time as Belgium Campus has received payment of the arrears instalments plus interest accrued thereon and legal costs, if any. All notices and all processes may be validly delivered or served upon the payer at the payer's residential address as aforementioned, which address the payer hereby chooses as the payer's domicilium citandi et executandi;

c. Acknowledgment of Debt: the payer agrees that in the event of their failing to make any payment promptly on the due date, Belgium Campus shall have the right to demand the immediate payment of the full outstanding amount, with interest, owed to Belgium Campus. Should Belgium Campus institute any legal action against them, they shall be liable for the payment of all legal fees of the attorney and client scale of costs, including collection commission incurred by Belgium Campus. For the purpose of any action arising here from, the payer hereby consents to the jurisdiction of the Magistrate's Court of Wonderboom held in Pretoria North, notwithstanding the fact that such proceedings may otherwise be beyond its jurisdiction. This clause shall be deemed to constitute the required written consent conferring jurisdiction upon said court pursuant to the provisions of the Magistrate's Court Act of 1944, or any amendment or re-enactment thereof, provided that Belgium Campus shall be entitled at its entire discretion to institute proceedings in any other court which may otherwise have jurisdiction in respect of such action. The payer hereby renounces the benefits of the legal exceptions *non numeratae pecuniae*, *non causa debiti* and *errore calculi* and revision of accounts and acknowledge that they are fully aware of the meaning and effect of such renunciations. They further agree that any notice sent to them by prepaid registered post at their address shall be deemed to have reached them on the seventh day after date of despatch, unless the contrary is proved;

d. Should a student be expelled due to theft, use and/ or possession of illicit drugs, including but not limited to marijuana, or any other serious misconduct, the full outstanding student fees and any bursary or scholarship will be payable immediately by the payer to Belgium Campus.

5. Bursaries and Scholarships:

a. If a bursary or scholarship has been awarded then it must be recorded in a separate agreement, containing the bursary or scholarship amount. It must be signed by all parties in order to be accepted;

b. Bursaries and scholarships are for one academic year only. Students wishing to receive a bursary or scholarship for the next academic year must apply to the bursar in writing before the end of October of the previous year;

c. Students who received a bursary have to sign a bursary agreement, which stipulates the conditions for the bursary - if any, except the ones already mentioned under this section. This agreement must be signed by all parties and must be returned within 6 weeks of the start of the academic year; otherwise the bursary will become void;

d. Scholarships and bursaries are not transferrable and can be cancelled if the student is not meeting minimum academic requirements and compulsory academic subjects as set out in the student's subject itinerary or is contravening against the ethos of Belgium Campus.

6. Student rules and regulations:

a. Students will receive the full set of student rules and regulations at the beginning of the academic year, containing all policies and procedures on: Admission, Pass requirements, Assessment, Exam admission, Dress code, Student attendance, Completion time, Recognition of Prior Learning, Switching between qualifications, Compatibility tracks, General rules and regulations, SRC, etc.;

b. The policies and procedures referred to in paragraph 6(a), include, but are not limited to:

i. 85% class attendance required per subject in order to gain admission to the exam;

ii. a minimum of 45% average on day-to-day assessment is required in order to gain admission to the exam;

iii. students must complete a qualification within a given time frame as is described for each qualification. Students not finishing a qualification within a given period, must apply for recognition of prior learning and must register for a compatibility track or update track before they can proceed;

iv. Students cannot switch between qualifications. If a student wishes to proceed to a lower or higher qualification, a qualification compatibility track must be registered for;

v. Foreign students must at all times have a valid study visa and meet its conditions; furthermore they must at all times maintain their medical aid.

7. Cancellation of this agreement:

a. If the enrolment agreement is cancelled before the course starts, but after the registration fee has been paid, the following will be applicable:

i. Where a cancellation is made after the payment of the required registration fee, but before 15 November of the year prior to the academic year for which the registration fee is payable, the payer will be entitled to a refund of no more than 25% of the total registration fee. Where a cancellation is made after 15 November of the year prior to the academic year for which the

registration fee is payable, the payer will not be entitled to a refund. The payer will be entitled to a refund of no more than 25% of the total registration fee. Where a cancellation is made after 15 November of the year prior to the academic year for which the registration fee is payable, the payer will not be entitled to a refund.

ii. Where a cancellation is made after the payment of the required registration fee in respect of residence fees, but before 15 November of the year prior to the academic year for which the registration fee is payable, the payer will be entitled to a refund of no more than 25% of the total registration fee. Where a cancellation is made after 15 November of the year prior to the academic year for which the registration fee is payable, the payer will not be entitled to a refund.

b. If the enrolment agreement is cancelled during the academic year for which a student is enrolled, the following will be applicable:

i. where the cancellation occurs during the first quarter: 25% of the total annual fee will become immediately payable by the payer to Belgium Campus plus 10% of the remaining 75% of the annual fee; or

ii. where the cancellation occurs during the second quarter: 50% of the total annual fee will become immediately payable by the payer to Belgium Campus plus 10% of the remaining 50% of the annual fee; or

iii. where the cancellation occurs during the third quarter: 75% of the total annual fee become immediately payable by the payer to Belgium Campus plus 10% of the remaining 25% of the annual fee; or

iv. where the cancellation occurs during the fourth quarter: 100% of the annual fee will become immediately payable by the payer to Belgium Campus.

c. If the residence agreement entered into between the payee and/ or student and Belgium Campus is cancelled:

i. after 15 November of the year prior to the academic year for which residence placement has been secured, or during the first semester of the academic year for which placement has been secured, 50% of the residence fee is payable by the payer immediately to Belgium Campus; or

ii. during the second semester, the balance of the full residence price is payable immediately by the payer to Belgium Campus.

d. Belgium Campus reserves the right to cancel this agreement if the information supplied is found to be incorrect and/or false and/or should the student not satisfy the campus credit vetting criteria;

e. This enrolment may at the sole discretion of Belgium Campus be cancelled arising out of the student's and/or payer's breach of any terms and conditions of this agreement, which shall include any breach of any of Belgium Campus rules and regulations as applicable from time to time.

8. Legal guardian:

a. In the event of the signing of the legal guardian on this agreement as the guardian of a minor, the legal guardian hereby consents to such a minor being bound by the terms and conditions of this agreement, and indemnifies the campus and/or employee of the campus to the extent, if any, to which such minor is not capable of waiving his/her rights herein.

9. Responsibility:

a. Belgium Campus will not be held responsible by the student, legal guardian/payer and or other students for any theft, loss, damages and/or injury to property or person(s) whether through any negligence and/or omissions on the part of the campus and/or employee of the campus or for any other reason whatsoever.

10. Transfer of Enrolment Agreement:

a. The enrolment agreement cannot be transferred to another party and/or another academic year.

11. Prices:

a. Belgium Campus maintains the published scale of fees and charges for the academic year; unforeseen circumstances and rising costs may from time to time necessitate changes for the next academic year. The Council therefore reserves the right to alter all or any of the fees or charges at its discretion.

12. Electronic Equipment:

a. Students should ensure that they receive instruction before using any equipment;

b. Students can only access the classrooms and use the equipment during class hours. The only exception is the study room and the library, which are available to students after hours for studying purposes only.

The only exception is the study room and the library, which are available to students after hours for studying purposes only.

13. Residence rooms:

- a. Each room has a bed with mattress, cupboard, and curtains/blinds;
- b. An inventory and a statement of how the place is found at the start of the renting will be made. At the end of this contract, this inventory and a new statement of how the room is will be made. Immediate payment for any loss or damage will be required;
- c. Pets are not allowed in the Residences;
- d. The use of electrical equipment of more than 300W is not allowed in the rooms. Students are allowed to attach a radio, small television, and/ or a laptop where such a devise does not exceed 300W.
- e. Visitors are allowed from 7.30 till 18.00. It is prohibited to have guests inside the rooms beyond visiting times. Resident students are not allowed in another resident student's room between 22.00 and 7.30;
- f. Male and female rooms are strictly separated.

14. Expulsion:

- a. In case of violation of the rules and regulations of Belgium Campus or in the case of misconduct, Belgium Campus's management will decide whether the violation and/or misconduct is detrimental to the welfare, good order or character of Belgium Campus. When this is found to be the case, the student can be expelled from Belgium Campus.

15. Miscellaneous:

- a. Damage to Belgium Campus's property will be paid for by any student who wilfully or negligently causes such damage;
- b. Belgium Campus reserves the right to amend these rules and regulations from time to time. The rules and regulations as contained herein are subject to change from time to time, and students should always familiarise themselves with the rules and regulations currently in force;
- c. No smoking is permitted in the classrooms and/ or residences, no alcohol is permitted on Belgium Campus's premises;
- d. The use of any and all kinds of drugs by students, without a medical prescription is strictly prohibited, this includes the use and/or possession of marijuana;
- e. The use and/ or possession of marijuana is strictly prohibited on premises belonging to Belgium Campus
- f. No firearms are permitted on the premises
- g. All parties understand that Belgium Campus will contact them on the phone numbers and email addresses they have supplied on this form and that it is their responsibility to notify Belgium Campus in writing should any of their contact details change.
- h. All parties to this agreement grant permission to Belgium Campus to use photographs taken of them on campus or during Belgium Campus activities for use in its publications, such as newsletters and brochures, and to use the photographs on display boards, and to use such photographs in electronic versions of the same publications or on Belgium Campus Web sites or other electronic forms or media. They hereby waive any right to inspect or approve the finished photographs or printed or electronic matter that may be used in conjunction with them now or in the future, whether that use is known to them or unknown, and they waive any right to royalties or other compensation arising from or related to the use of the photograph.
- i. Capturing of biometric information: Belgium Campus captures the student's fingerprint for recording of attendance as well as access control.

16. The information in this document will not be shared with third parties. Belgium Campus will however share the relevant information, including information about behaviour and performance of the student with a student's corporate sponsor. For in-service training purposes, the student will be requested to hand in a CV, which will be sent to different in-service training providers, together with a transcript of the student's marks.

17. Information about the performance of a student is protected by the Protection of Private Information act. Parents hereby acknowledge that Belgium Campus will acquire special consent from a student to share this information with their parents. In case a student refuses to sign the applicable consent form, Belgium Campus will not be in a position to share this information.

18. Belgium Campus will apply its policies in their most recent form. Belgium Campus reserves the right to update its policies as and when it deems it necessary. It remains the responsibility of a Belgium Campus student and/or payee to inform themselves as to what Belgium Campus's policies are. Belgium Campus's policies are readily available on Belgium Campus's website.

Recognition of Prior Learning Policy

Recognition of prior learning is available when a student wishes to enrol in the programme course for a qualification. The purpose of this recognition is to grant exemption for components of the programme course where it is proved that the student already possesses the requisite skills and knowledge to satisfy the exit level outcomes of the programme component.

The process evaluates the appropriate learning that occurred during the applicant's adult life through formal studies at other institutions, work experience, training courses, independent study or any other means that may be evaluated during the process. Recognition of prior learning may also be applied when a student previously discontinued their studies or exceeded the maximum available time to complete a qualification and wish to enrol again in order to resume a programme course.

Students who wish to discontinue their current programme course and enrol for the programme course of a different qualification may apply for recognition of prior learning when enrolling for the new programme course.

Sources of Prior Learning- Study at Belgium Campus. The student's results from this previous enrolment will be used in the application.

Study at a SAQA-listed institution- The applicant must submit the proof of enrolment, academic record and curriculum details from the other institution. Study at a non-SAQA-listed institution, including foreign institution. Applicant must submit proof of enrolment, academic record and curriculum details from the other institution, along with SAQA evaluation of these studies to indicate South African equivalent of achievement.

Work experience or other sources of non-accredited study. The applicant must submit portfolios of evidence containing narrative and examples proving mastery of the exit level outcomes at the required cognitive level, for each subject that exemption is applied for.

Evaluation Process- The applicant must supply documentary evidence of all information requested for the evaluation of the application for Recognition of Prior Learning. Copies of documents supplied must be certified as true copies of the originals by a relevant authority.

Each subject in the programme course for which exemption is applied for, is evaluated in terms of NQF level, number of credits, subject content and exit level outcomes. It is necessary to demonstrate mastery of the subject in terms of all these requirements in order for exemption to be granted.

When fulfilment of the requirements is not clearly demonstrated, the applicant may be invited for an interview by an evaluation panel or granted access to an examination in the subject to demonstrate that the requirements are satisfied. All statutory requirements regarding recognition of prior learning, credit mobility and life-long learning must be satisfied.

Result

If the application for any subject is successful, the student will be granted exemption for that subject in the programme course. If the application is not successful, the subject will be included in the programme course being enrolled for. This may be for any of the following reasons:

The course content of previous studies does not cover the amount of content for subject in the proposed programme course. The course content submitted is obsolete and replaced by new requirements in the current subject. The NQF level and credits of the earlier studies do not meet the requirements. Some or all of the exit level outcomes are not satisfactorily demonstrated by the previous studies or practical experience. Kindly make an appointment to discuss RPL.

Disability Policy

The Belgium Campus adheres to the clauses in the Constitution of South Africa regarding education and training, such as: "There may be no discrimination against any person on the grounds of his race, gender ... age, disability, religion ... or language" (Equity 8), and, "Everyone has the right....to education and training and equal access to education (Education - 32). We cater to the welfare of learners with special needs and disabilities as recommended in the policies of the Department of Education, South Africa. We incorporate inclusion, which implies that students with special needs/disabilities are a full-time member of the regular classroom, where the lecturer, in partnership with the student counsellor, accommodates the classroom environment and curriculum to student's needs. The ideal outcome of such an inclusive classroom/environment is a student who is well integrated both academically and socially.

Registration and Information

The Belgium Campus collects and maintains information from students that is necessary for admission, registration and other fundamental activities related to being a member of the Belgium Campus community. Learners with special needs must fill out an application for Special Assistance Form which is available on request or on the Belgium Campus website, or by contacting us.

In signing the application for admission, all applicants are advised that the privacy of all personal information they provide, as well as any other personal information placed in their student record, will be protected and that the use or disclosure of such personal information will be in compliance with the Privacy Act.

If you have any questions or concerns regarding use or disclosure of your personal information, please contact the Administrative Office or the Student Counselling Personnel, Tel: 012 542 3114.

Parent/Care-giver Involvement

Parent/Care-giver involvement in special needs education is difficult but of critical importance to the success of the education of disabled children and children with special needs.

The Belgium Campus interacts with parents/care-givers to monitor the learner's various educational activities and needs so as to optimise the results of each task at hand. The Student Counselling Department works hand in hand with both the learner and the educator to enhance the education process.

Learners with Special Needs

Learners with neurological barriers to learning

These are the learners that face difficulties in reading (not sight related), spelling, mathematical calculations and numeracy skills and the understanding of the written word. Conditions such as different forms of epilepsy are also involved in this category. The necessary medication needs to be controlled for best results.

The learners with such special needs are guided by their tutors, lecturers and the student counsellor with tools to help study effectively and on equal terms with other students. Examples of such tools can be found in the Welcome pack that each learner receives on admission (Refer to pages 46 onwards). The special mentorship programme organised for all students helps in not only developing the academic growth, but also the social well-being of each student. This also leads to creating study groups, meeting each individual academic need.

Learners with hearing impairments

Learners with hearing impairments can either be deaf or hard of hearing.

Learners with hearing impairments that act as barriers to learning benefit from our learning service which is flexible and is easily accessible. Tutors and lecturers are notified of the learner's requirements (with the permission of the learner), and necessary arrangements are made both in the classroom setting and course material which is available in alternative format.

South African Sign Language (SASL) interpreters are employed by the faculty to interpret lectures, sensitise all staff to work with deaf students effectively and assist with the creation of specialised teaching resources.

Learners with severe visual impairments

Learners with visual impairments are those that are blind or partially sighted.

The Belgium Campus assists you to participate fully, as your circumstances allow, in all aspects of study by providing course material on disk for conversion to Braille spiral-bound material or to set specifications, enlarged print course material and special arrangements for assessments and examinations.

Learners with physical disabilities

Learners with limited physical movements, dependency on certain devices (example: wheel-chair, crutches, etc.), and medical conditions fall under this category. The term physical disability covers a range of conditions from congenital disabilities to abnormalities acquired as a result of illness of which the most common conditions are spinal bifida, muscular dystrophy, haemophilia, cardiovascular and pulmonary conditions.

The campus is Health and Safety compliant and undergoes inspections at regular intervals. Ramp walkways and eager helpful students and staff are found throughout our campus. A personal touch to meeting the needs of the disabled outweighs the traditional forms of study, and The Belgium Campus assures you with an experience filled with personal support and understanding.

Learners with behavioural and emotional barriers

Learners with mild or severe psychological disabilities that act as a barrier to learning can be categorised here. Autism, Post-Traumatic Stress disorder (PTSD), Obsessive compulsive disorder (OCD), Attention Deficit Hyperactivity disorder (ADHD) and so on have been found to be common among learners with special needs.

The Belgium Campus is equipped, for such learners, with the presence of a trained and professional counsellor to guide both learner and close relations in the education process. The tutors and lecturers are made aware of circumstances without breaking the code of confidentiality, unless permitted by learner, so as to assist the learner to achieve maximum potential irrespective of disability.

Overview and General Guide to getting Assistance/Support for Learners with Special needs/Disabilities

Learning Material

Course materials in an alternative format

Course materials on disk for conversion to Braille spiral-bound material

Course materials on disk to set specifications

Enlarged print course material

Special arrangements for assessment and examinations

Assistance/Support requests

Application for Special Assistance Form

The Belgium Campus website

Library web pages

E-mail communication with tutors and Lecturers

Self-help study groups

Tutorial support

Examination options
Material in alternative format
Larger print
Reader
Writer
Reader/Writer
Special Furniture
Extra time/ or rest breaks

Please Note:

If you require special assistance in an examination, you need to contact the Counselling Department at least two weeks prior to your examination. Please also let us know if you will be in an advanced stage of pregnancy (36 weeks or more) at the time of your examination. You can let us know your needs by completing the Application for Special Assistance Form, which is available from the counselling department or, by contacting the Administration office on 012 542 3114.

Language Policy

The official languages of the Republic of South Africa, as defined in the constitution (chapter 1, section 6), are Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu. The constitution states the need to: Elevate the status and advance the use of indigenous languages, Promote, develop and use all official languages, the Khoi, Nama and San languages, and sign language, and Promote and respect all languages commonly used by communities and languages used for religious purposes.

The official languages belong to different language groups, including Nguni languages (concentrated in South-Eastern regions), Sotho-Tswana languages (North-Western regions), West Germanic languages (South-Western regions) and smaller language families like Tswana-Ronga. Languages may be mutually intelligible among speakers of language within the same family, but not across linguistic boundaries.

The institution takes cognisance of and subscribes to the terms of the constitution and will not discriminate against any candidate or student on the basis of language. It is however necessary to select a language of instruction in order to provide the widest possible access to higher education.

The institution selects English as its official language of instruction, for the following reasons: English is taught and learned during basic education as a first or additional language in all South African schools. It is the only official language commonly spoken by all citizens. With the advent of pervasive globalisation and the ascendance of the internet as a means of connecting the world and a universal source of information, the use of English is dominating communication.

The field of information and communication technology defines its terms of reference and technical jargon in English, often exclusively and leading to the adoption of these terms verbatim in other languages.

The use of English enables the use of foreign academics for guest lectures and master classes, since English is a global academic language.

It is stressed that the selection of English as the language of instruction does not endorse this language as superior to any other, but is done for practical purposes in the spirit of delivering higher education to the widest possible cross-section of South Africans.

As part of the objective of widening access to higher education, the institution endeavours to offer academic learning programmes for disabled students. For most disabilities, language presents no problem as, for example, sight-impaired students learn and speak English. When the oral mode of communication is unavailable, in the case of profoundly deaf individuals, a manual mode of communication must be adopted.

The experience of deaf individuals has improved from the time they were forced to communicate via lip-reading and forced articulation and today they communicate using their preferred manual mode of communication. South African Sign Language is not recognised as an official by the constitution, but it is used by all deaf communities in the country and it is hoped that the language may achieve official status. South African Sign Language is fully-developed language with lexicon, syntax and grammar, differentiated only by the mode of communication employed.

Profoundly deaf users of South African Sign Language as a first language will then use written English as an additional language. Cognisance is taken of the fact that, especially when deafness is diagnosed late, deaf individuals may possess the disadvantage of linguistic disability. The institution will make provision in its teaching policies to ensure that profoundly deaf students receive all opportunities to learn effectively.

Learning Material and Assessment

All learning materials shall be prepared and published in English. This includes textbooks, study guides, instructions, tests and assignments.

All tests and examinations will be written in English. A student must formulate all answers and solutions in English.

All documents for students using South African Sign Language as a first language shall be moderated to render the content in English appropriate for these students. Visual recordings of instructions and questions posed will be created to accompany the distribution of the English documents.

All assignments, reports and projects will be formulated in English.

In-service training reports must be formulated in English.

Theses must be formulated in English.

Teaching and Learning

Lectures will be delivered in English.

For profoundly deaf students, an interpreter shall translate from English to South African Sign Language and vice versa, between lecturers and students.

Lecturers may assist students in their first languages other than English outside the formal classroom content, for additional explanations or consultation. Inside the classroom context, any communication initiated by a student in another language shall first be translated into English for the benefit of the entire class and then answered in English.

South African Sign Language

All academic staff members attend weekly training to learn basic South African Sign Language in order to communicate better with deaf students.

Training sessions are conducted twice a week for hearing students to learn South African Sign Language to promote communication between hearing and deaf students. This does not form part of any curriculum at present and participation is voluntary. Students will be strongly encouraged to participate as part of our joint civic responsibility.

Deaf and hearing students participate together in mentorship, extra-curricular, team-building and social activities.

A project is initiated to create manual signs for the concepts and terms of the field of information and communication technology. The project is undertaken by academic staff members, sign language interpreters and the deaf students themselves to create manual neologisms for the concepts and jargon of the field. This is necessary because these elements do not currently exist in South African Sign Language. Output is documented, recorded and made available for reference.

All institutional events, such as academic opening ceremonies or graduation ceremonies, will employ the services of a South African Sign Language interpreter to translate the proceedings from oral to manual mode.

Assessment Policy

Programme Structure

The programme for a qualification consists of a number of academic programme years, possibly followed by one year of experiential learning. The programmes are defined as follows:

Qualification	NQF level	Academic years	Experiential learning years
Bachelor Degree (four year)	8	3	1
Bachelor Degree (three year)	7	3	0
Diploma	6	2	1

Each academic year consists of a number of academic subjects adding up to 120 credits. Each subject is defined within a programme with the following attributes:

NQF level,

Credits, also representing the course weight as the ratio of the subject's credits to the total number of credits for the programme year,

Prerequisites and/or co-requisites,

Core (required for all instances of the programme), Fundamental (specific to a specialisation stream instance of the programme), or Elective (option exercised to select from a group of subjects).

An experiential learning year consists of 12 months of in-service training for 120 credits.

For an NQF 8 qualification, the programme includes a research thesis during the final year.

Pass Requirements

The minimum pass requirement for any subject is 50%.

The final result for any subject is calculated as a weighted average of 30% of the class mark obtained through continuous assessment and 70% of the examination result for that subject. In order to gain admission to an examination, the student must achieve a minimum of 45% for the class mark for the subject and record class attendance of at least 85% for the subject. If these minimum requirements are not met, the student does not gain admission to the examination and the subject is deemed to be failed.

A student who achieved the minimum examination admission requirements for a subject but failed the subject after the first examination may sit a re-examination for the subject during a subsequent examination period of the academic year wherein the subject is taken. The result of the re-examination will then replace the result of the first examination in the calculation of the final result for the subject.

Subject Assessment Profile

The assessment of any subject must include at a minimum assessment of the learning activities specified in the credit calculation of the subject. The learning activities are categorised to include homework assignments, projects, tests, examinations and workplace experience. The number of assessment items may exceed the minimum specified.

Assessment items are designed to test the exit level outcomes of the subject. The total combination of assessment components must test all the exit level outcomes of the subject at its specified NQF level.

The relative weight of tests to submitted assignments or projects is determined by the profile of the subject.

For subjects with a strong theoretical content, the total weight of assessment via summative tests must be between 75% and 80% of the assessments items, with the remainder consisting of written assignments.

For subjects with a strong practical content, the total weight of assessment items via summative tests must be between 60% and 75% of the assessment items, with the remainder consisting of practical assignments and projects.

Each assessment item is weighted and the weighted average of all the assessment items yields the class mark for the subject.

Academic subjects are assessed as a programme of formative and summative assessments – tests, assignments, projects or other items as appropriate. Final evaluation is through a formal examination, which may consist of one or two papers as determined by the subject profile. In the case of two examination papers, the final result for the examination will be a weighted average of the results for the individual papers.

Academic Leadership is assessed formatively by evaluation of mentorship reports, peer reviews and mentee reviews. Final evaluation will consist of a review of all items submitted, plus a final mentorship report and any extra credits earned through academic leadership activities.

Experiential learning is assessed formatively by evaluation of logbooks, monthly reports and mentor reports. Final evaluation consists of an evaluation by the mentor and evaluation of the final report submitted by the student on the entire period of experiential learning. This final report must demonstrate learning in the student's specialisation subjects and application of professional skills.

An implementation project is assessed formatively through presentation and defence at appropriate milestones and uses the same means for final, summative assessment by an examining panel.

A research thesis is assessed formatively by the study leader's evaluation of each milestone in the research process. Final evaluation is through evaluation of the final thesis document and presentation and defence to a jury of evaluators.

Continuous Assessment

In order to maximise the efficacy of learning, it is essential that a student possesses the fullest possible information regarding the requirements for a subject, understands exactly what is expected of them and has continuous access to their current results to judge whether they are on track to complete a subject successfully.

To maximise the efficacy of teaching, it is essential that a lecturer is a master of a subject and can transfer knowledge effectively, uses all policies and good practice guides to ensure quality teaching and that results are available within five calendar days to enable intervention and corrective actions to happen early enough to effect improvement in performance.

Students are provided with a study guide for a subject on the first day of each subject. The study guide describes the following information regarding the subject:

Subject description, purpose and exit level outcomes.

Lecturer's contact details.

Subject schedule, including daily lecture content and dates for all tests and submission of assignments and projects. Each test specifies the learning outcomes to be tested. A minimum of one test is written per week for every subject, on the last class day of that week.

Standard rules and regulations for the submission of written or practical assignments and projects, as appropriate.

Each study guide is also loaded on the student's profile on the online web portal.

Assignment and project specifications are loaded on the student's web portal profile with the appropriate deadline. Assignments are submitted by uploading to the specific item on the web portal. An alternative submission channel is available via email in case of any technical problem on the web portal. A report is generated on the day after the deadline and students who did not submit their assignments may supply reasons for delinquency and sign an acknowledgement of non-submission.

A review session is included on Wednesday in every schedule to return the tests or assignments of the previous week, discuss the marking through use of the memorandum, inform students of their results and resolve any queries or disputed results. Student attendance is recorded during each lecturing session. Recording may happen through biometric recording devices or signing of attendance registers. This is used to prove that a student met the minimum class attendance requirements and received feedback during test or assignment review sessions.

The results for any assessment item are loaded on the administration system as soon as the moderated results are finalised during a review session. Any student has access to their detailed, up to date, results at any time through their profile on the web portal. A student who misses a class test due to illness or compassionate reasons must submit documentary evidence demonstrating a valid reason for their absence. The student may then be granted another opportunity to sit the test in question.

Types of Assessment

Summative assessment through tests consists of a set of questions or problems posed to which the student must supply answers or solutions individually within a specified timeframe. This type of assessment occurs at a scheduled time and venue under controlled, invigilated conditions. This type of assessment includes traditional tests and examinations and forms a critical component in assessing a student's mastery of a subject by posing questions whose solutions demonstrate the required outcomes of a subject. The final summative assessment for a module may also be via means of a paper or electronic artefact which must be submitted, presented and defended to a panel of examiners.

Summative assessments summarise what the students have learned and test whether they possess a thorough level of understanding. These constitute the major evaluative components and contribute the largest weight to the student's grade for the subject.

Formative assessment through assignments consists of a problem to be solved, questions to be answered or an artefact to be constructed meeting specified requirements. The student works on the solution over an extended period of time under uncontrolled conditions. The solution is submitted by a specified deadline. This type of assessment includes homework, assignments and projects and is important in developing the student's ability to work independently, manage available time, research solutions and construct important artefacts like reports, programmes or evaluations.

Formative assessment occurs during the period of instruction with the aim to determine if the students understand the work and to stimulate self-discovery, insight and areas requiring attention. These constitute an aid to learning, but should preferably count toward the student's grade to promote execution by the students and stimulate the application of suitable effort. The salient differences between the types of assessment regarding their use at the institution are summarised below and should be used to classify an assessment item to choose the relevant policy statements that follow in this document:

	Summative	Formative
Location	Classroom, examination venue	Chosen by student, on campus or at home
Time	Scheduled, during class hours or an examination period	Outside class hours
Duration	Fixed period, usually from one to four hours	Longer period, days or weeks, interruptible activity
Control	Invigilated conditions reign for the duration of assessment	Control happens ex post facto, through checks for plagiarism or interview to validate authorship
Participation	Solutions are created individually	May be individual or group work

Summative Assessments

This section should be read to include all instances of class tests and examinations.

The study guide for the subject details the learning outcomes to be tested during the weekly class tests. The final class test covers the entire content of the subject and tests all the learning outcomes. The final class test is similar to the examination for the subject and therefore provides a prediction of the result to be expected in the examination.

Lecturers associated with the subject meet and discuss the content of a class test. A lecturer is appointed to set a specific test or examination.

A memorandum must be set for each test or examination paper.

The appointed lecturer submits the test or examination along with its memorandum two weeks before the scheduled date of the assessment.

The moderator moderates the question paper and memorandum and submits a moderation report.

Corrections are applied as appropriate. The final question paper and memorandum for continuous assessment are submitted one week before the scheduled date of the assessment. Question papers and memoranda for examinations have a longer lead time as specified in the Examinations policy. The question paper and memorandum are moderated to satisfy the requirements as specified in the Moderation policy. The required number of question papers and answer sheets of the different types required by the question paper are printed and supplied to the invigilator.

Written answers are recorded on the supplied answer sheets as appropriate to the type of question. Practical questions are answered by logging on the testing and examination system from a computer in the testing venue and creating the required answer. These electronic answers are securely saved on the server system.

All tests and examinations are taken under the rules and regulations as specified, published and read to students taking the test before commencement.

Any irregularities are handled by the invigilator, who supplies a report on irregularities or incidents after completion of the test.

Assessors mark the answer sheets and electronic artefacts according to the memorandum.

Marks are allocated on the test paper in red ink and in electronic mark sheets.

An electronic result sheet is compiled for the test or examination.

The moderator moderates the assessment of the test or examination. This encompasses checking that the answers are marked correctly according to the memorandum, that even judgement is applied to the assessment of all papers, that marks are correctly allocated and totalled and that mark sheets and result sheets are compiled accurately. The moderator will use green ink to differentiate their marking and results from the assessor's.

Test results are discussed with students during a review session on the Wednesday following the taking of the test. Queries regarding the marking and appeals are handled during these sessions and referred to the moderator if necessary.

Final moderated results for the test are entered into the administration system. The entered marks are verified to be correct in accordance with the result sheet.

Result sheets for class tests are submitted to the Head Lecturer and the Dean of the Faculty to analyse the data and identify possible areas that require improvement or intervention.

These results are to reach these parties within a period of one week after the test was written to enable sufficient time to implement any actions identified.

Examination results are deliberated by an examination commission once the final moderated results for the examination are prepared. Examination results are released to be visible on the web portal and other means once the examination commission formally accepts the results of the entire examination period.

Formative Assessments

This section should be read to include all instances of all types of formative assessment and refers to assignments, projects, homework, reports or any other assessment items that match the definition earlier in this document.

Assignments are set with the purpose of testing selected learning outcomes and have a scope such that solutions may be prepared within a period no longer than one week. Projects test the knowledge and skills acquired over longer periods, typically the duration of a subject, and assess the mastery of all or most of the learning outcomes for the subject. Lecturers meet and design assignments and projects to test the required learning outcomes at the NQF level of the subject. Setting and moderation of assignments and projects occur before subject commencement.

When specific solutions are required to be produced, for example a set of mathematical problems to be solved, a memorandum must be set for the assignment.

When solutions are constructed that will be evaluated on a scale to determine how well they are executed, for example in the creation of a programme or a system design, a rubric must be constructed that demonstrates how solutions will be assessed.

Assignment and project specifications, along with relevant memoranda and/or assessment rubrics, are submitted for moderation in accordance with the Moderation policy.

Students receive details of assignments and projects within the schedule for the subject in the study guides they receive at subject commencement. The instructions for each assignment or project are uploaded to the student's profile on the web portal.

Solutions are uploaded to the web portal before the deadline. The system automatically manages the deadline and closes the item once the deadline transpires.

Non-submission reports are generated for the responsible lecturer, who gives students the opportunity to submit solutions again or sign an acknowledgement that no solution is being submitted for the assignment in question.

Solutions are marked and moderated against the memorandum or rubric.

Submitted solutions are checked for plagiarism by comparison to public sources and other submissions from the same class and previous deliveries of the subject. Plagiarised work or parts of the work that are plagiarised will be disqualified or penalised. If the work is copied from another student, both parties are penalised.

Results are discussed with students during a review session on the Wednesday following the submission of the solution. Queries regarding the marking and appeals are handled during these sessions and referred to the moderator if necessary.

Final moderated results for the assignment or project are entered into the administration system. The entered marks are verified to be correct in accordance with the result sheet.

Access and Appeal

A student has the right to view their continuous assessments, whether for class tests, assignments or projects. As described in this document, formal review sessions form part of the schedule for each subject to offer an opportunity for this purpose. A student should raise a dispute regarding assessment during such a review session in the first instance, but no later than two calendar weeks after the review session for any assessment item. Disputes should be raised with the lecturer in question, whereafter they may be escalated to the head lecturer and then to the dean, who shall make a final decision in the matter.

A student has the right to view their assessed examinations and appeal the result, as described in the Examinations policy.

Moderation policy

Moderation is an essential component of teaching. Its purpose is to ensure:

Accuracy, fairness of and appropriateness of assessment, and

Quality learning material and course design that deliver the exit level outcomes of a subject.

Moderation is formally part of all processes to provide quality assurance. This means that moderation reports must be generated at defined checkpoints and their findings govern process flow with regard to continuing a process or returning to an earlier part of the process.

Moderators

Moderation is performed by senior Faculty members or associates from partner institutions. If not sufficient expertise in the Faculty, moderators from public or private Higher Education Institutions will be appointed. Moderation for all exit level modules will be undertaken by moderators from public or private Higher Education Institutions. A Panel of external moderators must be identified and appointed.

Moderation of any item cannot be performed by the same party that generated the item. Moderation is a formal task that is accounted for during work planning and allocation.

Moderating the Setting of Assessment Item

All items to be used for assessment must be moderated before use. This includes class tests, assignments, projects, examinations or any other items that will be evaluated and affect a student's result for a subject.

For tests and examinations, the question paper and memorandum are moderated to satisfy the following requirements:

Mastery of the learning outcomes must be convincingly demonstrated by the content of the test or examination. For weekly class tests, the learning outcomes to be tested are specified in the study guide for the subject. Final summative tests and examinations must test all the learning outcomes of the subject.

Questions must be formulated clearly and unambiguously. Each question's interpretation must admit only the desired answer as a correct answer to the question.

Tests for deaf students must use a vocabulary appropriate for their English linguistic ability, because their first language is South African Sign Language. Additional moderation by a skilled communicator with the deaf is to be employed for this purpose. The test is also recorded as a video of an interpreter signing the questions, which the deaf students may access, pause and replay as required while completing the test.

All question papers must be free from spelling, syntactical and grammatical errors.

The total composition of the mark allocation in the test must utilise Bloom's revised taxonomy as appropriate for the NQF level of the subject.

Mark allocation and totals must be clear, appropriate and correct. Where interpretation of an answer is required, the memorandum must clearly specify what marks are to be allocated for which item. The mark allocation for multiple-choice question must employ negative marks for incorrect answers in such a way that a random selection of answers will yield a total result of zero for that section. The minimum result for a section containing negative marking is set as zero for that section.

Memoranda must clearly state the correct answers and indicate the allocation of marks for each question. The time required to complete the test or examination must be determined and is related to the total marks allocated to the paper. It is therefore essential that the mark allocation for each question be correct. The time allocated to complete a paper should allow a minimum of one and a half minutes per mark of the test or examination.

All tests, examinations and memoranda are to be prepared using the standard document formats used in the Faculty.

Assignments and projects are moderated to ensure that:

Instructions are clear and unambiguous. This applies to the questions or problems posed and to the logistical instructions regarding submission.

Assignments or projects for deaf students must use a vocabulary appropriate for their English linguistic ability, because their first language is South African Sign Language. Additional moderation by a skilled communicator with the deaf is to be employed for this purpose. The assignment must serve its purpose of testing the identified learning outcomes that it is designed for.

The assignment must be appropriate to the NQF level of the subject, as matched against Bloom's revised taxonomy.

The memorandum or rubric to be used for assessment must be correct with respect to the technical validity of solutions, the appropriate mark allocation and totals, and the fairness of the problem posed with regard to the students' knowledge acquired.

Good practice recommends rubrics that avoid a middle value to discourage aspects evaluated as neutral.

Use of a Taxonomy for Learning Objectives

Assessment should employ a taxonomy based on Bloom's revised taxonomy of educational objectives for knowledge-based goals.

The total weight of marks allocated according to each level of expertise should approximate a normal distribution centred of the focus levels specified for the subject.

The focus levels of expertise are defined based on the NQF level associated with the subject. The levels to focus on for each NQF level are:

Subject level	Cognitive level	Description
NQF 5 or lower	Remembering	Recall of previously learned facts
	Understanding	Ability to grasp the meaning of the knowledge learned
NQF 6	Applying	Ability to use learning materials in a new way
	Analysing	Ability to break material down into its parts to understand its organisational structure
NQF 7 and NQF 8	Evaluating	Ability to judge the value of material for a given purpose
	Creating	Ability to combine previous experiences with new material to form a new whole a new whole structure
NQF 9	Mastering	Ability to master highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research whilst being critically aware of knowledge issues in a field and at the interface between different fields
	Researching	Ability to solve specialised problem required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields

Contributing

Ability to manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

Focus levels of expertise are not to constitute the entire content, but the main focus. Other levels should be included to lesser extent. A suitable variety of cognitive levels should be employed.

Moderating the Marking of Assessment Items

All assessment items, including tests, assignments, projects and examinations, must be moderated to ensure correctness of marking and accuracy of results.

A minimum number of items must be moderated.

These minima are set as follows:

Number of scripts/items	Moderate	Minimum
Up to 20		5
21 to 502	0%	6
More than 50	10%	8

Borderline cases, within 2% of the required pass result, should be included in the moderated set. Items selected for moderation should span the spectrum of results.

The moderator ensures that marking is accurate, fair and in agreement with the memorandum for the assessment item. The moderator will mark in green ink and record the moderation results on the answer script.

An electronic result sheet of moderation results will be prepared.

The moderator will submit a formal report documenting the results and findings of the moderation, along with the moderated result sheet, to the chief examiner.

If the mean of the absolute values of the difference between the original results and the moderator's results for the items selected for moderation exceeds 2%, all the assessment items will be re-marked and then submitted for moderation again.

The moderator may, if necessary, submit recommendations regarding global amendment of results for the assessment item.

In the case of continuous assessment, the head lecturer will consult the dean regarding these recommendations for class tests, assignments or other assessment items. The dean, in consultation with the senior lecturers responsible for the subject in question, shall make a decision that ensures the students are assessed fairly.

In the case of examinations, the chief examiner will submit these recommendations to the examination commission for consideration during their deliberations. The examination commission may dictate an adjustment to the results of an examination if deemed appropriate, fair and necessary.

External moderators

For each final paper for subjects on NQF 8 or higher, appropriate external moderators are appointed from other academic institutions to moderate the setting of the paper and the marking thereof. The external moderator(s) are formally appointed.

The rotation cycle for moderators is three years. If a moderator should become unavailable, a new moderator is appointed.

The secured examination paper draft is forwarded/couriered to the external moderator together with the memorandum. The moderator makes necessary changes/or signs the exam paper. The examiner incorporates changes where applicable. After the exam scripts have been marked by the examiner, they are forwarded to the external moderator with the memo. The marking is evaluated and necessary changes are made to marks if required.

The Faculty of Information Technology applies a strict set of moderation policies and procedures to assure quality, fairness and transparency in all its activities. This applies to all artefacts produced, the instructional process and the achievement of the programme's exit level outcomes.

In the case of a moderator resigning or not be continuing, if no other moderator could be found in the specified field of expertise the moderator's re-appointment can/will be considered.

Belgium Campus as an information technology institution will also consider making use of electronic moderation. Through this we e-mail the paper with the module outline, outcomes and memo to external moderator using encrypted documents. The password can then be provided via SMS or other means.

Examination Policy

An examination serves as the final assessment of a student's mastery of the exit level outcomes of a subject.

An examination consists of a set of questions or problems posed to which the examinee must supply answers or solutions within a specified timeframe. This type of assessment occurs at a scheduled time and venue under controlled, invigilated conditions.

An examination is a summative assessment and is marked with a memorandum that specifies the required output artefacts with a marking guide that shows how marks are to be allocated to each component.

An examination may consist of one or two papers. An examination may contain questions that require written answers and questions that are answered by the creation of electronic artefacts.

Examination Schedules

An academic year contains four quarterly examination periods plus a re examination period during January of the following calendar year.

The examination schedule for each quarter is published at the beginning of the quarter on the noticeboards and the web portal, showing the date and time of each examination.

The re examination schedule is published at the end of the academic year on noticeboards and the web portal.

Each day of an examination period consists of a morning session (examination commence at 08h00) and an afternoon session (examinations commence at 13h00).

Candidate lists are published per subject, showing whether the candidate gained admission to the examination for that subject and the venue and seat number where the candidate will sit the examination.

Admission to Examinations

A student must gain admission to the examination for a subject as per the requirements specified in the Pass Requirements policy. A student who fulfils these requirements gains admission to an examination and one re-examination, in the case where the first examination's results are insufficient to earn a passing grade for the subject.

A student is automatically enrolled for a (first) examination or re-examination during the next examination period.

A student may cancel an upcoming examination if they decide they are not ready to sit the examination. A standard form is available on the web portal for this purpose and must be completed and submitted to the Faculty at least one week before the start of the examination period in question. The student will then be enrolled for that examination during the next available examination period.

A student who misses an examination due to illness or compassionate reasons must submit full documentary evidence from a registered medical practitioner. In this case, the student's enrolment for that examination may be cancelled and the student enrolled for an examination in the affected subject during the next examination period. A student who misses an examination that was not cancelled in advance and does not provide valid reasons for the absence will be awarded zero for the examination in question.

A student must sit a first examination during one of the four examination periods during the academic year. If this does not occur, the student will be awarded zero for the first examination. The student may then retake the examination during the January re-examination period, if the student qualifies as per the first paragraph in this section.

A student, who did not gain admission to the examination for a subject because the conditions in the Pass Requirements policy were not fulfilled, may apply for special permission to sit the examination. A standard form is available for this purpose on the web portal. The student must provide compelling reasons why the conditions were not met and evidence of remedial actions to improve their mastery of the subject. A recommendation must be obtained from the Student Counselling Department before submitting the application to the Faculty at least two weeks before the start of the examination period. Special admission grants access only to a first examination. No admission may be granted to a re examination if the student did not fulfil the standard conditions for admission.

Preparing for Examinations

Examinations are set and moderated as per the Assessment policy and Moderation policy. A minimum of two independent examinations are prepared for each subject. All these examinations will be of the same standard. An examination will be chosen for use during a specific examination period, but the selected examination will not be known even to the Faculty members who set the papers.

The requisite number of examination papers, answer scripts, supplementary material and instructions are printed in the Faculty and sealed for each examination venue and session. An invigilation schedule and marking and moderation schedule is published in the Faculty. Prior to each examination period, an information and planning session is conducted in the Faculty to review all regulations and logistics for the upcoming examinations.

Before each examination session, the invigilators collect the examination packages for their venue and session. This includes information about any students in that session with special needs, extra time granted and students who must be accompanied to write multiple papers.

A student following a standard programme will never sit two examinations in the same session. When a student follows a personalised programme due to repeating subjects from earlier academic years, it is possible that the student may have to sit an examination from the current year and from another academic year during the same examination session. When this occurs, the Faculty will guide the student to sit an examination, rest for a suitable period and then sit the second examination, while accompanied by an invigilator between examinations. The student may not leave this controlled environment until the examinations in question are completed.

Examination Regulations

Students should personally ascertain the venue of the examination.

Students must identify themselves positively at the examination venue with their official student card. The student card must be visible at all times during the examination. Students without student cards must report to Faculty to request an alternative form of identification.

This alternative identification will be signed and dated and valid only for that specific examination session.

Students must wear their official uniform, with the school tie, when sitting an examination.

Students must take their seats in the examination venue at least 15 minutes before the examination commences. Students who are late for the examination will not get additional time unless approval from the Faculty was obtained prior to the examination.

Should a student be more than an hour late for the examination, they must first obtain permission from the Faculty before being admitted to the examination venue. A student may not be admitted at this time if other students sitting the examination have already completed the examination and left the venue.

The invigilator is officially in control of the examinations in the venue and must be obeyed in all matters pertaining to the examination.

All mobile phones and electronic devices, including smart watches, must be switched off and handed to the invigilator before the examination commences. All bags and other items must be placed in the area indicated by the invigilator for the duration of the examination.

Question papers will explicitly specify when students may use electronic calculators or the computers in the venue during the examination. If not explicitly permitted, use is prohibited and such devices may not be used during the examination.

Students may not make notes on any part of their body or their clothing, either before or during the examination.

Students may not write on any examination paper.

Illegible writing cannot be assessed and no points will be awarded for illegible answers.

Answer scripts are to be completed using black ink.

Students must follow all instructions as published on the question paper.

Students are responsible to ensure that any electronic artefacts created during the examination are saved correctly on the examination server before leaving the examination venue. Naming standards as specified in the instructions on the question paper must be followed strictly.

Students who take any book, document or object (such as a tissue, a ruler or a pocket calculator containing notes) that may aid them in the examination into the examination venue without authorisation and who then neglect to hand the unauthorised material to the invigilator before the first answer book or paper is made available to the students, are guilty of contravening the examination regulations and expose themselves to disciplinary measures. Similarly, any student who communicates or attempts to communicate with another student during the examination will be guilty of contravening the examination regulations.

Students must adhere to any announcements that are made before or during the examination by the invigilator. Students may not remove any question papers, answer scripts or any other papers used in the examination from the examination venue. All papers must be handed in to the invigilator before leaving the venue.

Candidates may leave the examination venue when ending their examination and allowed by the invigilator, but not before one hour after the stipulated commencement time of the session and within 30 minutes of the official end of the examination.

Students must maintain silence in the examination venue.

Smoking is prohibited in the examination venue and students may not request to leave the venue for a smoke break during the examination session.

No foodstuffs or drinks may be taken into an examination venue.

Students who need to leave the venue to visit the bathroom must be accompanied by an invigilator of the same sex.

Students may request additional answer scripts and paper to perform calculations. Rough sheets must be so marked and handed in for destruction after the examination.

Additional time may be granted to individual students based on recommendations by the Student Counselling Department due to specific medical conditions or disabilities. The invigilator will receive this information in advance from the Faculty.

When a student loses time due to a technical problem, having to be moved to a different seat or power failures, the Faculty will advise the invigilator what additional time to grant the student to complete the examination.

Students sitting two examinations during a session will be accompanied by an invigilator between venues and a controlled staging area.

Irregularities

If the invigilator is convinced that an irregularity was committed during an examination, they will collect the student's answer script and other papers. The student will be handed a new answer script on which the date and exact time is recorded by the invigilator. The candidate will be allowed to restart the examination but will not be granted any additional time.

After the examination session ends, the invigilator will complete an incident report and attach any supporting evidence, like confiscated crib notes, photographs or screenshots.

The incident will be investigated by the Faculty, which may include an interview with the student or students involved in the incident.

The findings are reported to the examination commission for a decision.

If a student is found guilty of dishonest behaviour, the examination commission considers the student's disciplinary record and imposes one of the following sanctions, as appropriate when taking into account possible past offences:

The student is awarded a result of zero for the examination. In this case, it may still be possible for the student to sit a re examination during a subsequent examination period of the academic year.

The student is awarded a result of zero for the entire subject. In this case, the subject is immediately deemed to be failed and will have to be repeated during the next academic year. In extreme cases of theft of academic material or habitual offence, the student's entire academic year may be judged to be failed. The student will retain no credit for any subject of their current academic year's programme.

The student may be invited to a full disciplinary hearing if it is deemed necessary to impose sanctions beyond the academic consequences enumerated above.

Assessment of Examinations and Processing of Results

All examinations (written answer scripts and electronic artefacts) are assessed as per the memoranda, including possible assessment rubrics and assessment guidelines, created with the question paper, as described in the Assessment policy.

Assessment of examinations is moderated as described in the Moderation policy. If, as per the referenced policy, re marking is required, the process returns to the paragraph above. Electronic result sheets and moderation results are created during assessment and moderation. Electronic result sheets are verified against answer script values. Results are entered into the administration system and verified against the source documents, in this case the result sheets.

Results are not available or visible outside the Faculty until such time as the examination commission conclude their deliberations and declare that the results for the examination period are accepted. At such time, the results are released in the system and will be visible via the web portal.

The Examination Commission

An examination commission is formally constituted after each examination period. The function of this commission is to review and deliberate the results of the examinations. An examination commission must consist of at least three members, selected from the chief executive officer, the dean of the faculty, the head lecturer of the faculty, or their authorised deputies or nominees. The senior officeholder serving on the specific instance of the commission shall chair that commission.

Members of the institution's governance board or representatives from student support may be invited to attend the commission in an observer capacity. The commission uses the results and statistical analyses generated by the faculty. The commission may refer results for subjects back to the faculty for additional moderation or for adjustment.

The examination commission must formally accept the results of that examination period before the results released and published. The commission will consider any irregularities reported during the examinations, reach a verdict and impose sanctions if necessary. The examination commission may report their observations or recommendations to the faculty for consideration, investigation or implementation.

The Promotion Commission

A promotion commission is constituted after the conclusion of each academic year. The function of this commission is to review and deliberate the results of the academic year. The members and possible observers for a promotion commission are selected in the same way as described for an examination commission. The commission uses the results and statistical analyses generated by the faculty and ensures that the pass requirements, as described in the Pass Requirements policy for a programme year, are applied correctly for each student during the completed academic year.

This includes decisions on:

- Which students pass the academic year,
- Which students may be promoted to the next academic year with a personalised itinerary,
- Which students fail and must repeat the previous programme course, and
- Which students fail the entire programme due to exceeding the maximum time available or maximum numbers of failures of a programme course.

The promotion commission may report any observations or recommendations to the faculty for consideration, investigation or implementation.

Access and Appeals

Examinations scripts and other artefacts created during an examination shall be retained for a minimum of five years after the student successfully graduates or the period available for completion expires. Retention may be through archival of paper copies or electronic scans of documents.

A student has the right to view their marked script with the appropriate memorandum used for assessment. Lecturers may review these materials with the student and discuss any decisions taken during assessment. A student, wishing to review their examination, must complete the necessary application form and submit it to the faculty within two weeks of the publication of the results. There shall be no fee attached to the reviewing of examination scripts.

A student may request the re marking of an examination. The required form must be completed and submitted to the faculty within two weeks of the publication of the results. A re marking fee must be paid in advance. The examination will be reassessed and moderated within a period of two weeks after the closing of applications for re marking. If the re marking returns a more beneficial result, the fee will be refunded to the student. The moderated result of the re marking shall stand as the final result for that examination.

Experiential Learning Policy

Experiential learning constitutes an implementation of Aristotle's statement that things that have to be learnt before they can be done are learned by doing those things [Nicomachean Ethics, Book 2, c. 350 BC].

Experiential learning articulates as the culmination of several programmes offered by the institution. Its purpose is to push beyond superficial interpretations of complex issues and to facilitate academic mastery, personal growth, civic engagement, critical thinking and the meaningful demonstration of learning.

Experiential learning is an important supplement to academic learning. Academic learning encompasses the dimensions of constructive learning and reproductive learning as the process of acquiring information through the study of a subject without the necessity for direct experience. Academic learning instils knowledge through more abstract, classroom-based techniques. In contrast, experiential learning actively involves the student in a concrete experience that involves the dimensions of analysis, initiative and immersion.

Experiential learning is the process of learning through experience, more specifically by doing and reflecting on the doing and the range of experiences associated therewith. Knowledge is gained continuously through both personal and environmental experiences. In order to gain genuine knowledge from an experience, the student must possess these abilities:

Be willing to be actively involved in the experience,

Be able to reflect on the experience,

Possess and use analytical skills to conceptualise the experience, and

Possess decision-making and problem-solving skills in order to use the new ideas gained from the experience.

While all subjects in the academic programmes include these principles to some extent, the formal experiential learning programme focuses exclusively on using this process to solidify the student's understanding of technical content, forge connexions between different areas and cultivate life skills by functioning in a real-world environment.

Training Providers for Experiential Learning

The training provider shall be an enterprise that is a going concern and undertakes to provide experiential learning according to the vision and policies of the institution.

The training provider shall provide the student with an environment where they perform Information and Communication Technology work commensurate with the NQF level required for the experiential learning programme that the student is enrolled for.

The student shall be exposed to at least one major subject from their specialisation stream for NQF 6 experiential learning, while for NQF 8 programmes the student shall be exposed to work that utilises at least two of the major subjects from their specialisation stream. The training provider must appoint a formal mentor to guide the student and assess their work performance.

The training provider shall treat the student fairly and in accordance with all legislation. In particular, the training provider shall not offer the student conditions that are less favourable than those specified in the Basic Condition of Employment Act on 1997 as amended by any subsequent Amendment Acts. Foreign training providers shall be expected to utilise conditions not less favourable than those in the Republic of South Africa.

Training providers that cannot expose the student to a sufficient depth of work experience or who intend to exploit students as sources of inexpensive labour will not be used.

Assessment

The duration of the training period for experiential learning programmes will be twelve months. The student shall submit reports on the training throughout this period to stimulate reflection and record achievement. The reports shall be evaluated and the results thereof shall constitute the continuous assessment mark for the experiential learning.

During the first twelve weeks of the training period, the student shall submit weekly logbooks documenting their activities.

The student shall submit monthly reports of their activities and reflect to perform self-assessment of their learning experience. Evidence in corroboration of the claims in the report shall be attached.

All logbooks and reports compiled by the student shall be evaluated by their mentor, who needs to certify that they represent an accurate reflection of the student's abilities, work performed and level and learning achieved.

The mentor shall submit periodic reports in which they evaluate the student. The mentor's assessment shall contribute to the student's result for the experiential learning. After completing the training period, the student shall compile a comprehensive final report describing their experiential learning, reflection and self-assessment. Evidence must be attached as appropriate to illustrate the experience and to substantiate claims of ability. The mentor shall also compile a final report on the student in which they provide an evaluation of the student as measured against the real-world environment in which they operated. These final reports shall be assessed to determine the final result for the student's experiential learning.

All reports shall remain the property of the institution as assessment instruments. Arrangements must be made regarding any confidential or proprietary information revealed in any report. The institution shall use such information only for the academic purpose of assessing the competence of the student.

The assessment of experiential learning is subject to the standards described in the Assessment and Moderation policies. The success or failure result awarded for this component is described in the Pass Requirements policy and is subject to standard policies for access to assessment results, discussion of assessment and appeal.

Pass Requirements Policy

Academic programme year

1. A student will pass his/her academic programme year if one of the following 2 conditions have been met:
 - a. He/she passes all the subjects for that academic year with no less than 50% per subject.
 - b. He/she has obtained at least a weighted average of 55% and has obtained 1 of the following insufficient marks:
 - i. 1 subject with no less than 45%
 - ii. 1 subject with no less than 47% and 1 subject with no less than 48%
 - iii. 3 subjects with no less than 49%
2. The student meeting the passing requirements will then be allowed to register for the following academic year. Students who do not meet the passing requirements will fail that academic year.
3. The total percentage of a subject comprises 30% of the admission mark and 70% of the examination mark.
4. Students who failed an academic year but have at least 55% of the credits for that academic year and wish to combine the outstanding subjects with a higher year of study can apply for a personalised itinerary. Please note that only core or fundamental subjects passed with 60% or higher and elective subjects with 55% or higher will be granted exemption; all other subjects must be redone.
5. Should a student feel not to have received a fair result for any of his/her exams, the student can lodge an appeal against the decision made. See appeal section.

Experiential Learning year

1. Students wishing to register for the practical year must have passed the entire academic programme and pay the necessary registration fee.
2. Students wishing to register for the practical year, but who have no more than 3 outstanding subjects or the sum of the credits of outstanding subjects does not exceed 15% of the total credits for the final academic year, can do so after they have applied for and received approval for a personalized itinerary.
3. The assessment of the experiential learning year will be done according to the 'Guide for Experiential Learning'.
4. Students doing their experiential learning in Belgium must meet all the requirements as set out in the 'Guide for Experiential Learning' and will be assessed and monitored in conjunction with 1 of the University Colleges of the Association of the Catholic University of Leuven.
5. Students will receive either 1 of the following grades:
 - a. competent
 - b. not yet competent
6. Students who are found to be competent, and have met all requirements in order to graduate will be awarded with the qualification they enrolled for.
7. Students, who are found not yet competent, will have 1 more opportunity to re-enrol for a new experiential learning year in order to graduate.
8. If a student is found not competent for a second time, he/she will fail the course and not be awarded with a new opportunity.
9. Should a student feel they have not received a fair result for his/her experiential learning, the student can lodge an appeal against the decision made. See appeal section.
10. A Student has a maximum period of 5 years for the Diploma, and 7 years for the Degree to complete their qualification from date of first enrolment. If a student wasn't able to finish their qualification within above given time period than he/she has to apply for RPL and re-enrol for compatibility or updated track.

Study Itinerary

There are 2 types of study itineraries: a model itinerary for an abstract group of students, and a personalised itinerary for a particular student.

Model itinerary

A model itinerary is the standard, full time itinerary. Thus, a student follows the academic programme as is prescribed for that given academic year. This includes the time frame, the course units, study load, examination and deliberation regulations.

Personalised itinerary

A personalised itinerary may be granted by the admission commission in cooperation with the examination commission to:

Students who started out with a model itinerary but are running behind considerably and as a result may request a personalised itinerary;

Students who may invoke exceptional personal circumstances. This applies to, among others, students with a serious disability, and for serious medical grounds;

Students who, on the basis of RPL, have acquired a large number of exemptions;

Students who, on the grounds of exceptional ability, can prove that they are able to go through their course of study in a shorter period than the normal student;

Students who failed a given year of study of their tertiary programme and obtained at least 55% of the credits for that academic year and wish to combine the outstanding subjects with a higher year of study.

Students wishing to follow a personalised itinerary must submit a well-founded request to the admission commission and the examination commission. These commissions will then examine the grounds for their personalised itinerary and give advice on a study programme. It is only following permission granted by the commissions that a student can enrol for a personalised itinerary.

Students may submit a well-founded appeal, in writing to the Dean, within 5 days following the written notification of the decision not to grant a personalised itinerary.

Graduation

1. When a student has met all the requirements as set out in the above sections, he/she will be awarded with the qualification which he/she registered for.
2. In the case the programme consists of more than 1 year of study, the overall result will be calculated on the average result of all the completed academic years. The overall result calculated will indicate the level of achievement:
 - a. Pass, on condition that 50% of the marks have been obtained;
 - b. Distinction (cum laude), on condition that 70% of the marks have been obtained;
 - c. Great distinction (magna cum laude), on condition that 78% of the marks have been obtained;
 - d. Greatest distinction (summa cum laude), on condition that 85% of the marks have been obtained;
 - e. Greatest distinction (summa cum laude) with the congratulations of examination committee, on condition that 90% of the marks have been obtained.

Certification Policy

A student, who passes all components of a programme course within the maximum allowed time period, as described in the Pass Requirements policy, shall be marked with the status Achieved in the administration system. The date of achievement shall be the date of the convocation at which the qualification is conferred.

Academic certificates are issued as physical artefacts stating that the student achieved the qualification indicated on the certificate. A certificate is issued for a specific Bachelor Degree or Diploma.

It is necessary to control the issuing of academic certificates and to ensure that any certificate claimed as authentic can be verified as such, in order to ensure that certificates presented as evidence of achievement may be trusted as valid statements of achievement.
Graduation Commission

A graduation commission is formally constituted after the start of an academic year when all results and promotions of the previous academic year are known.

A graduation commission must consist of at least three members, selected from the chief executive officer, members of the institution's governance board, the dean of the faculty, the registrar, or their authorised deputies or nominees. The senior officeholder serving on the specific instance of the commission shall chair that commission.

Senior faculty members or representatives from student support may be invited to attend the commission in an observer capacity.

The commission uses the results and reports generated by the faculty on all students who completed the programme for their qualification successfully. The commission confirms that the requirements for each qualification have been met, as well as the level of achievement as specified in the Pass Requirements policy.

The commission produces the list of graduandi and diplomandi to be invited to the next convocation, where their qualifications will be conferred.

The commission may report any observations or recommendations to the institution or to the faculty in particular, for consideration, investigation or implementation.

Production of Certificates

The faculty shall mark all students fulfilling the requirements for a qualification and confirmed for graduation by the graduation commission, as achieved with the appropriate date and achievement level as per the Pass Requirements policy. This function is restricted and may only be performed by a user with the requisite rights and privileges.

One copy of each academic certificate to be issued shall be printed on the prescribed paper stock.

The certificate shall indicate the full names and identity numbers of the graduate, the full name of the qualification conferred, the achievement level and the date of award.

Every academic certificate shall contain a unique identifier, consisting of the year that it is produced and a sequential number that it is incremented per certificate produced during that year. This identifier always refers to the production of a certificate, for a specific graduate for a specific qualification. Reprinting of a certificate shall generate a new identifier at the time of production.

Any misprints or surplus copies printed shall be physically destroyed.

A coloured seal appropriate to the qualification is attached to the certificate and embossed with a three-dimensional imprint containing the name and coat of arms of the institution.

The paper stock, seals and embossing device are stored securely and access to these items is controlled. Only one embossing device exists.

In order to be a valid certificate, such certificate must contain the original signatures of the chief executive officer, registrar and dean of the faculty in black ink. Signatures are applied on site and certificates will not be transported to a different location for this purpose.

Certificates are stored securely until being transported to the venue for the convocation where the qualifications will be conferred.

Issuing of Certificates

Certificates are presented to the graduates on-stage during an official convocation. Graduates who are unable to collect their certificates at the graduation ceremony, may collect the certificate from the institution in person after the ceremony, or opt to have it delivered by courier, who shall require positive identification and signature upon delivery. The graduate shall be liable for all delivery costs.

Re-Issue

If a graduate requests a re-issue of a certificate due to the original being lost or damaged, the graduate's claim to the qualification shall be verified. If the graduate obtained the qualification in question, a copy of the certificate shall be produced under the same controlled conditions as are force for original certificates.

The copy of the certificate shall contain the original issue date as well as the reprint date. All other security features regarding paper stock, coloured seals, embossing and signatures shall apply as for original certificates.

Reprinting of any certificate shall produce a new unique identifier for the reprinted certificate, allocated within the range of identifiers within which the certificate is reprinted. Every reissue of a certificate shall generate a new identifier, tracking every physical certificate produced. The graduate shall be notified when the new certificate is ready. The graduate may collect this copy in person or request delivery by a courier, who shall require positive identification and signature upon delivery. The graduate shall be liable for the cost of re-issuing the academic certificate and for all delivery costs.

Verification

The administration system shall always contain the student's status and must be indicated as Achieved for any successfully completed qualification.

All status data are uploaded to the National Learner's Record Database twice per calendar year, where it may be accessed by parties as per applicable legislation.

The institution shall respond to any qualification verification requests by verification bodies or potential employers, where claims of qualifications are submitted as part of applications by potential employees. Such queries will be answered by employees of the institution with the authority to respond to such requests.

The unique identifier printed on every academic certificate maps to a specific graduate for a specific qualification, indicating whether this is the original certificate or whether it is a reprint of the certificate.

Student Attendance

The following rules and regulation are applicable to students concerning the attendance of classes and practical study groups:

All students must have a class attendance average of not less than 85% of a subject to be able to gain access to the writing of the subject's final Examination and Assessments such as described in the Rules and Regulations for Examination and Assessment Procedures.

Should a previously announced or unannounced class assessment be given to a class when a student is not in attendance, the student will be awarded a zero mark, unless excused.

Students can only be excused from class for one of the following reasons:

In the case of a family emergency such as terminal sickness and/or death (funerals) or other such approved emergencies. In this case sufficient notice has to be given to the applicable lecturer and to management of the emergency, to enable management to make alternative arrangements in connection with and for the subject material loss to the student or any other academically orientated steps that have to be taken to bring the student up to date.

If the student is too ill to attend class, then the student has to supply management, through his/her lecturer, with a certified doctor's certificate/letter as proof of sickness within 5 academic days.

The Management also retains the right to employ a qualified personage or agent for the institution to investigate the validity of any of the above situations. Management and/or the Education Department will accept no other reasons, for absence of the student.

If another reason or situation may exist, that might be deemed as a valid excuse for absence, Management will appoint a board of investigation consisting out of at least one member from Management, the Dean, the concerned lecturer of the class of which the student is a member and a representative from the SRC to investigate the matter further and present a decision concerning the matter, to Management for further action if necessary.

For all other situations of attendance that may occur, the Rules and Regulations as stated in the Student Attendance: Procedures for Failure of Attendance and/or Compliance section will be applicable.

Procedures for Failure of Attendance and/or Compliance

For students who arrive late the following procedures apply:

If a student arrives late (meaning more than 5 minutes after the starting time of formal/informal class) he/she will be issued with a verbal warning from the lecturer, if no valid reason and proof can be provided for this lateness.

For students who constantly arrive late (meaning more than 3 times over a 30 day period), without a valid reason, the procedures as stated will be applicable: Every instance of late coming will be recorded in the student's file. If a student didn't attend 85% of the time provided for a certain subject or module, the student will not be allowed to write examinations for that subject or module.

For students who fail to comply with the Rules and Regulations as stated, the following procedures apply:

Lecturers must report the absence of students for the previous term at the Education department meeting for the following term. This must be so noted and documented in the notes of the applicable meeting. Student class attendance must be calculated before the writing of all examinations and/or assessments such as stated in the Rules and Regulations Procedures for Examination and Assessment.

If a student does not have the required average class attendance such as stated, the student is automatically not allowed to take part in these examinations and assessments as previously stated.

Exceptions: The procedure for attaining of approval for arriving late and/or not attending formal/informal lecturing and/or class session are as follows:

After a formal appointment has been made with the Dean, the student may present his case to the Dean for approval of a valid reason for not attending or arriving late for class, under controlled circumstances. The Dean retains the right to consult with other parties such as the Student's Lecturer, Management, etc. to verify the situation or to receive input concerning the matter under consideration.

The decision of the Dean may only be overruled by a decision from Management, after consultation with the Dean. The student may also request that a board of investigation be compiled, to whom he/she can appeal in this matter, with the following being applicable: The Board of Investigation must consist out of at least one member from Management, the Dean, the applicable Lecturer for the class of which the student is a member of and a representative from the SRC.

The student can present his/her case before this Board for consideration.

The decision of the Board is final.

The Board retains the right to make use of any such external resources at their disposal for use in the investigation, with penalties to the student possible, if the student is found to appeal in a matter that does not exist.

The request of the student must be made in writing by the student (applicable to all the procedures concerned) with the approval or disapproval always being handed to the student in writing and a copy of all the documentation being kept in the student's file.

General Procedures after Failure of Compliance

Failure of the student to comply with any of the above rules will result in the following steps being taken: A verbal warning will be issued to the student by the Lecturer of the class of which the student is a member.

Continued failure to comply with any of these rules will lead to the following steps being taken: The student will be presented to the Dean along with a full description as to the offence. A warning by the Dean may be issued upon the student.

After at least 3 such warnings have been issued upon such a student, a Jury consisting out of at least one member from Management, the Dean, the applicable Lecturer of such class as which the student is a member of and a representative of the SRC (Student Representative Council), will review the case of the student with a final decision as to the penalty that will be issued upon such a student. Such a penalty may be expulsion from class until compliance with the rules and regulations.

The student has the right to defend his/her case before this jury. The decision of this jury will be final, with the penalty applicable immediately after the jury has reconvened and delivered their judgement.

Warnings, Penalties and Expulsion from the Institute

The Rules and Regulations as applicable to warnings issued to students are as follows
A warning can be issued upon a student if the student does not comply with the Rules and Regulations of the institute.

Warnings can also be issued upon students that disrupt the class, whether being during formal/informal lecturing hours, during the breaks and/or after hours.

Warnings can be issued upon the person by his/her direct responsible lecturer or SRC member. Formal warnings can only be issued by a Head of the Department, or by Management, depending on the nature of the offence.

Persons must receive a minimum of 3 formal/written warnings for the same or related offences, before penalties or expulsion from the institute can be issued. Nevertheless, in certain circumstances of serious misconduct, a student may immediately receive a penalty or expulsion as set out in the Rules and Regulations as applicable to the expulsion of a student from the institute.

Persons can receive a maximum of 6 formal/written warnings before penalties must be issued.

The Rules and Regulations as applicable to penalties issued to students are as follows:
Penalties can only be issued by a board of enquiry or by a board of investigation or a jury, with the exception of those penalties such as which are otherwise stated.
Penalties are applicable immediately after the verdict of the board or jury have been delivered unless otherwise stated. Penalties must be issued according to the guidelines as have been set out by Management or as agreed to by both Management and the SRC.

The Rules and Regulations as applicable to the Expulsion of a student from the institute are as follows:

In severe cases the student can be conditionally or unconditionally evicted from the institute.

The following will be seen as such cases:

If the student has been caught or has been found guilty of or is a party to stealing, whether within the institute or outside thereof.

If the student has committed an offence or related offence repeatedly.

If the student has been found guilty of repeatedly disrupting the class, and is still doing so even after warnings and penalties have been issued.

If the student has been found guilty of committing a criminal offence during the period of his/her studies at the institute.

If the student repeatedly does not settle his/her account according to the agreement as was reached with management.

All other matters as stated in the students contracts entered into by the student during and for their studies at the institute.

Procedures for issuing warnings to students are as follows:

Two types of warnings have been defined as follows:

Verbal warnings – these warnings can be issued directly to the responsible student, normally by the lecturer of the class of which the student is a member and/or the lecturers which are presenting a certain subject.

Formal/written warnings – these warnings can only be issued or approved by the Head of the Department that issues the warning upon the student. Warnings of this type must be documented and copies of these documents must be added to the students file, for archiving purposes. It is not a requirement that the student has to sign the documents, for proof of receipt, but it is preferable. Such documents must also be dated accordingly.

Procedures as applicable to Penalties issued to students are as follows:

The penalties as stated in student study contracts and payment agreements are applicable, with the procedures as so stated therein, to be followed.

The procedures for Penalties being issued, if not otherwise stated, are as follows:

A Board of Enquiry or Investigation or a jury must be assembled with at least the following members:

o 1 member of Management.

o A representative from the SRC.

o Dean

o The Lecturer of the class of which the student is a member.

o A secretary appointed for taking the notes of the board or jury as applicable.

Management will do the appointment of the board, with the member of management being appointed as the chairperson, to lead the board or jury in their proceedings.

All of the board or jury proceedings will be documented and placed into a case file along with the notes of all meetings by the board or jury as applicable. All of these documents must be dated and the case file be placed into the applicable students file after all proceedings have been finalised.

The student can request to view his/her student file, but no documents or any of their contents may be removed. This viewing must also be done under the supervision of a member from management.

The findings and decisions of the board must be so documented and signed by the chairperson (who signs on behalf of the entire board or jury) and added to the case file. The student must preferably sign the findings and decisions of the board or jury as well, for proof of receiving of copies of such documents by the student. The decision of the board or jury is final with no further appeal by the student possible. Only the Heads of Management can request the case to be reopened and reviewed, with the possibility of another outcome.

Procedures for the expulsion of students are as follows:

A student can be evicted from the institute or programme, as a penalty assigned by a Board of Inquiry/Investigation or a Jury assembled as stated in the above section in cases of extremity.

Management retains the right to evict a student from the institute and/or programme in any of the cases as stated in the above sections whether being conditional or unconditional at the discretion of the Heads of Management.

The procedures for the expulsion/eviction of a student from the institute and/or a programme are as follows:

All of the rules and regulations as stated in the above section apply unless stated otherwise. The applicable student must be called before 1 of the Heads of Management so that the expulsion/eviction can be explained to him/her along with the conditions of expulsion/eviction, if any.

The expulsion/eviction of the student is immediately applicable after the student has been to a Head of Management, unless otherwise stated.

The Notice of Expulsion/Eviction, along with the conditions if any apply, will be placed in the students file for archiving purposes.

Expulsion from the institute and/or programme can also be done if a student does not honour the content of any agreement and/or contract that he/she have entered into with the institute, with the rules, regulations and procedures applicable as stated in such documents.

Student Representative Council (SRC)

The following rules and regulations are applicable to the SRC

The SRC must have a formal meeting with all members at least once a month.

The President and Vice-President of the SRC choose 4 additional key members to assist in the daily management of the SRC.

The SRC are responsible for representing the students in all matters.

The SRC are responsible for the management of all other student bodies within the institute, which may exist or be founded by the SRC.

The SRC will manage the appointment of all members to other bodies, within compliance of the rules of membership which are applicable to the SRC. This will also be done within the guidance of Management and the Department of Education.

The SRC may not take any disciplinary action upon students or members themselves, but will refer the matter with a full report to the Dean and Management.

The SRC may not function in any other manner other than a guidance committee, student representative and a limited governing body. The Dean and Management must always be informed as to the goings and doings of the SRC. If the Management or the Dean does not agree that a certain action will be to the benefit of the institution and/or the students, the SRC will be guided by the Management in the applicable matter.

The SRC have to present management with a detailed report of their and other bodies which will be guided by the proposed structure, proposed events for the full academic year as well as a detailed report concerning the proposed operating cost, after the first 2 months of the academic year, for Management's approval.

The SRC will confer with management about the structure and amounts of any penalties which be issued upon students where applicable and taking in mind the rules, regulations, procedures and any other documentation which may have a predefined penalty that is controlled by Management. Furthermore the SRC will present the Management with the full documentation for such penalties as agreed to, for Management's approval. Members who have longer membership to the SRC will be viewed as senior members of the SRC. These senior members should guide the junior and/or newly appointed members of the SRC in their actions and decisions.

The following procedures are applicable to the SRC:

At the beginning of the academic year the students for each class have to choose a Class Representative from among themselves as follows:

The Class Representative must be chosen within the first 2 weeks after the first day of class. This is done through the guidance of the lecturer for that class.

The students must nominate at least 3, with a maximum of 5, possible candidates from among themselves, with the nominee being seconded by another person, not the nominator. The lecturer can ask the nominees to each at turn stand and tell the class about themselves in a brief summary.

The nominee will be asked to leave the class for the period of voting for him/her, with each of the nominees also being able to cast a vote. All students have a maximum of 2 votes that can be used to vote for the desired representative.

The voting can be done through the show of hands or through the use of ballot papers, at the discretion of the lecturer.

The lecturer will ask one of the students, not a nominee, to help with the tallying of the votes. Once the lecturer and his helper have agreed to the tallies, the vote will so be recorded. After the voting and the final appointment of the Class Representative the lecturer will record the name of the Class Representative.

The position of Class Representative is conditional, with the following applicable:

The student appointed as Class Representative must maintain a course average of at least 65% or more. The student selected as representative, must represent the class in all matters concerning them.

If the student fails to comply with any of the above the previously mentioned procedures will ensue after at least 3 warnings have been issued upon the Class Representative concerning the matter. Such warnings must be issued in concordance with the procedures as stated in the section as applicable to formal/written warnings.

The penalty of removal from the position of class representative can be issued by either the Dean or by Management itself, and must be documented and copies of all documentation must be placed in the applicable students file.

The student elected as class representative will receive a red tie or other such symbol of recognition from Management, through his lecturer or directly, within a maximum period of 60 days. If the Student forfeits his/her appointment either through one or more of the conditions as stated previously or through resignation or any other possible situation, before serving the full term of at least 12 months or any other such as approved by Management, the student has to hand back the symbol of recognition previously received.

After the first 2 weeks of appointment to the position of Class Representative, the existing SRC will inform the new Class Representatives, through any means which are at their disposal, of the date, time and location of the next SRC meeting/conference, which must be attended by these new Class Representatives, for their instalment into the SRC.
All Class Representatives must be assigned membership and positions within the SRC according to the SRC's own discretion.

Continued membership for the term of the academic year of the applicable student is subject to the same conditions as stated previously with the following also applicable: If the Member loses his/her status of Class Representative as it has been before the instatement into the SRC (in the negative direction), that member will also forfeit his/her specific membership to the SRC, unless otherwise stated by the Dean.
Membership to the SRC, or the loss thereof, must always be recorded in the applicable students' file.

If a Member of the SRC loses his/her membership, through the end of an academic year or through whatever other means, that member must still perform his/her duties, until another member has been assigned to the applicable position. This assignment must take place during a SRC meeting or conference and in an acceptably democratic way. When the assignment of a position has been done, the Members will switch chairs immediately and the newly appointed member will take up the responsibilities of his replaced colleague from that moment on. Any appointment of members to the SRC must be done as the first item on the agenda for the applicable meeting/conference. The SRC also retains the right to appoint a maximum of 3 additional members to the SRC, which do not have the status of Class Representative. This is also subject to all of the conditions as applicable to the rest of the members of the SRC.

The first and second members of the SRC to be appointed respectively will be the President and vice-president. The structures of the SRC are controlled by the SRC itself, but according to the guidance from Management. Management will appoint a member from the staff and directly responsible to the Management as an advisory and guiding member to the SRC. The Chairperson of the SRC must also make him/herself available to the Management and the Dean for serving on any such council, boards and/or jury's as may be required.

