



STUDENT HANDBOOK

2020

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SACAP
The South African
College of Applied Psychology



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WELCOME

Introduction to the South African College of Applied Psychology (SACAP)

The South African College of Applied Psychology (Pty) Ltd is registered with the Department of Higher Education and Training as a National Private Higher Education Institution (HEI) in terms of section 54 (1) (c) under the Higher Education Act, 1997 (Act 101 of 1997), and regulation 16 (4) (a) of the regulations for the registration of Private Higher Education Institutions, 2002.

Registration Certificate Number: 2005/HE07/001.

The South African College of Applied Psychology (Proprietary) Limited is also certified as incorporated under the Companies Act, 1973, (Act 61 of 1973) (as a company having a share capital.)

Company Registration Number: 2003/019020/07

SACAP's Vision, Mission and Purpose

SACAP has a vision of an empowered society knit by individuals in healthy relationship with self, family and community. SACAP contributes significantly to the fulfilment of this vision by empowering our students to grow in themselves and to positively impact on the lives of others. In this way, SACAP plays a critical and positive role within South African communities and our society at large. Trained practitioners bring positive individual and communal transformation; they are, however, in short supply relative to the enormous need. South African society is dislocated with enormous untapped potential - that is exactly why SACAP is dedicated to the training and development of knowledgeable, skilled and ethical students through the provision of leading, accredited, high quality educational programmes and qualifications offered in both a face-to-face mode of delivery or in SACAP's online mode of delivery.

SACAP's educational philosophy is a one of a kind approach to learning. SACAP places a significant emphasis on the application of practical skills. This is in contrast to the skills gap that exists in most educational models in the field of psychology. Therefore, whilst our curriculum is founded on robust and established theory, it always seeks to apply this theory in real world settings through skills training, case studies, role-play and practical assignments. Our supervised Work Integrated Learning component ensures that our graduates have the necessary experience to apply their training with confidence and are able to graduate work ready, and by collaborating with numerous Work Integrated Learning placement centres, SACAP's programmes are ideally poised to make a meaningful and positive social impact.

Academically, our educators are acknowledged as leading professionals in their fields of expertise and students therefore gain from the wealth of experience and skills that they bring to the teaching and learning environment.

Studying at SACAP is both an experience and a journey. Our interactive and intimate learning environments ensures optimal opportunity for student personal growth and transformation.

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SECTION 1: GENERAL INFORMATION

SACAP maintains the highest possible educational and ethical standards in the delivery of its courses and curriculum and closely monitors the delivery of its educational services through the systems and processes described in this guide.

This guide has been written for SACAP students for you to familiarise yourself with College policies and procedures. Whether you are studying full-time or part-time, whether you are studying on one of SACAP's campuses or are a part of one of SACAP's online programmes, as a student of the College you will embark on a process of learning that is experiential, interactive and dynamic. The training you will receive is intended to provide you with skills and knowledge that will enable the realisation of your particular learning goals.

To achieve the most out of your qualification it is important that you carefully read this Student Handbook to familiarise yourself with College policies and procedures. This Student Handbook also provides quick and easy access to many of the student services that are offered through the College.

Language Policy

Language has been and continues to be a barrier to access and success in higher education. In recognition of this, and as stated in the National Plan for Higher Education (2001), SACAP is committed to ensuring that language should not act as a barrier to equity of access and success in higher education. The minimum entrance requirement for SACAP's English Proficiency is a National Senior Certificate with a minimum of 45% in English.

SACAP is committed to developing strategies over time to assist students who register for any of its programmes to ensure that students have a solid grasp of both written and spoken English.

Since all academic activities at SACAP are conducted in English, it is essential that all students possess strong writing and speaking skills. This allows students to cope with the rigours of the academic curriculum and to successfully complete their studies.

In general, students should have a minimum of three years of full-time study in a school system where English is considered the primary language (i.e. the primary language of instruction and evaluation is in English), with acceptable grades in all English courses.

Alternatively, for students who apply from other/alternative primary language institutions e.g., Afrikaans speaking institutions, should have a minimum of three years of full-time study in a school system where English is considered the secondary language. Applicants whose first language is Afrikaans, or other African language, must present transcripts to indicate that they have taken three years of English at a secondary education level (or equivalent) in order to be admitted to SACAP.

Those who apply to SACAP from further or Higher Education Institutions where English is a secondary language, should have a minimum of one full year of successful study in an accredited university degree programme, or two full years of successful study in an accredited college diploma programme, where English was the primary language of instruction and evaluation.

If your first language is not English, or if your previous education (school or otherwise) has been conducted in another language, you will be required to demonstrate proficiency in English by undertaking an **English Literacy Skills Assessment (ELSA)**¹ as part of the application process to gauge competency, the results of

¹ ELSA (English Literacy Skills Assessment) is a standardised, reliable and valid assessment. The scoring is objective and the functions are mastery, survey and diagnostic. ELSA is a group, competency input measuring instrument – it grades and diagnoses English language proficiency.

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which we will be submitted to SACAP. The above requirements are general guidelines only. SACAP reserves the right to require a successfully completed language proficiency test based on the requirements of a specific programme of study. For admission purposes, some programmes e.g., the Bachelor of Psychology, require a higher score than the minimums stated above.

SACAP Compliance with the Protection of Personal Information Act 4 of 2013 (POPI)

1. Definitions and Interpretation

- 1.1. "Board" means the board of directors of SACAP.
- 1.2. "Personal Information" means information relating to an identifiable, living, natural person and where it is applicable, identifiable, existing juristic person, including all information as defined in POPI.
- 1.3. "POPI" means the Protection of Personal Information Act 4 of 2013.
- 1.4. "SACAP Community" includes SACAP students, employees, contractual educators, consultants and suppliers.
- 1.5. "SACAP" means the South African College of Applied Psychology (Pty) Limited.

2. Scope

- 2.1. SACAP respects the privacy of the SACAP community. The purpose of this Privacy Policy is to set out SACAP's information collecting and processing practices, in compliance with POPI.
- 2.2. This Privacy Policy governs the collecting and processing of Personal Information provided to SACAP by the SACAP community.
- 2.3. Due to legal and other developments, SACAP may amend this Privacy Policy from time to time and at any time. The version of the terms and conditions effective for this Privacy Policy are indicated by the effective date incorporated in the title of this Privacy Policy. The date indicated in the heading of this Privacy Policy is the effective date that governs the application of this Privacy Policy from that date until the next revision of this Privacy Policy becomes effective.
- 2.4. This Privacy Policy applies to electronic, multimedia and hardcopy records in all formats created, received, managed, stored, retained and disposed by SACAP. Such records include all institutional, commercial and technical records relevant to the work of SACAP.

3. Processing of Personal Information

- 3.1. SACAP will only collect and/or process the Personal Information of persons who have consented to such collection and/or processing.
- 3.2. In collecting and/or processing Personal Information:
 - 3.2.1. SACAP will only collect and/or process Personal Information for a purpose consistent with the purpose for which such Personal Information is required. The specific purpose for which Personal Information is collected and/or processed will be lawful and such purpose will be apparent from the context in which the Personal Information is requested.

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- 3.2.2. SACAP will only collect and/or process Personal Information in a manner that is adequate, relevant and not excessive in the context of the purpose for which it is collected and/or processed.
- 3.2.3. Personal Information will only be processed for a purpose compatible with that for which it was collected, unless you have agreed to an alternative purpose in writing^[1] or SACAP is permitted to do so in terms of national legislation of general application dealing primarily with the protection of Personal Information.
- 3.2.4. SACAP will keep records of all Personal Information collected as well as the specific purpose for which it was collected, for a period of 1 (one) year from the date on which such Personal Information was last used or SACAP is required, by law, to keep such records for a longer period of time.
- 3.2.5. SACAP will not disclose any person's Personal Information to any third party, unless such person, whose Personal Information is so requested, has provided SACAP with prior written consent to do so or SACAP is required, by law, to disclose such information to a third party.
- 3.2.6. Where SACAP has obtained consent to disclose any person's Personal Information to any third party, SACAP will retain a record of the Personal Information so disclosed. Such record shall include, the third party to which the Personal Information was disclosed, the reason for such disclosure and the date of such disclosure. This record shall be kept by SACAP for a period of 1 (one) year from the date on which the Personal Information was disclosed or SACAP is required, by law, to keep such records for a longer period of time.
- 3.2.7. SACAP will destroy or delete any Personal Information that is no longer required by SACAP for the purpose it was initially collected, or subsequently processed.

4. Records Management

- 4.1. The implementation of this policy is assigned to the office of the records manager ("the Records Manager").
- 4.2. Save as where otherwise resolved by the Board, SACAP's managing director shall serve, *ex officio*, as the Records Manager.
- 4.3. The Records Manager shall take reasonable measures to ensure that Personal Information is identified, classified, retained, stored, protected and disposed of in such a manner that its integrity is not compromised and that unlawful access to or dissemination of such Personal Information is prevented.
- 4.4. Notwithstanding the a foregoing, neither SACAP nor the Records Manager, shall be liable under any circumstances for any loss or damage sustained as a result of unlawful access to or dissemination of any Personal Information.

Audio and/or Video Recordings in the Teaching and Learning Environment

SACAP does not permit audio or video recording within the Teaching and Learning environment for the following reasons:

- SACAP's classroom environment enables the facilitation of teaching and learning in a confidential, safe space where students are able to share experiences so as to further enrich their learning. Opening these sessions to recordings, will negate the confidentiality of this space and may have further ethical concerns.

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- To protect the Intellectual Property (IP) of SACAP and its educators and supervisors.
- Students who require class recordings for reasons such as, but not limited to, impairments, disabilities and medical conditions, are to submit a formal written request to the Student Services Department. This request will be processed as a concession request (See Concession Request).

Communicating with SACAP

While every effort is made to respond to student emails promptly, SACAP, including its educators and staff, has a two working day (48 hours) response time in which to reply to emails. In the event that the matter is urgent, please contact Reception telephonically on the relevant campus with a description of the query or concern so that the matter can be escalated.

Fire and Emergency Evacuation Procedures

In case of a fire or emergency students and educators are asked to please evacuate the building and go directly to the closest fire exits and await instructions from the Health and Safety Officer or Fire Marshal on duty. Students and educators are asked to please familiarise themselves with the relevant escape plans on the back of classroom doors and note the locations of the fire extinguishers and fire exits.

Campus and Campus Building Property

Students, educators and visitors are advised that they will be held liable for any wilful and/or accidental damage caused to campus/campus building property.

This does not include reasonable wear and tear, which accounts for the natural deterioration in the condition of campus/campus building property caused by normal, everyday usage.

Campus Security

Students are advised to take every precaution necessary when walking to and from their respective campuses as SACAP cannot be held responsible for student safety off-campus.

All SACAP campuses have been fitted with security cameras and alarm systems with armed response in addition to the security provided by the respective campuses Building's Management.

SACAP has done its best to ensure that the College is a safe environment to study in; however, it cannot control the number of people visiting the campus daily. In addition to staff, educators, and students, the College also has a number of visitors, enquirers, and service providers coming onto SACAP's campuses daily. Students are asked to be careful about safeguarding their personal belongings, and not to leave their cell phones, media devices, bags, laptops or any other valuable possessions unattended. Students are asked to take every effort to ensure their personal belongings' safety.

SACAP cannot be held responsible for the loss or damage of any personal belonging left unattended or unsupervised.

Student ID/Access Card

Students studying at SACAP are issued with a Student ID/Access Card. The card may entitle students to various concessions (movies, public galleries, etc.). Lost or stolen cards may be replaced for a fee. The cards issued to on campus students provide the student with access to all of the campus facilities. Online

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students who wish to come on campus to utilise campus facilities should inform the Online Mentor who can then refer the student to the relevant campus receptionist to arrange an access card.

Student Admission

Prior to the enrolment period, potential students are provided with current and accurate information about College qualifications, entry procedures and financial implications. Students apply for entry to the College by fair and open procedures with published criteria outlining entry requirements for all courses. The principles upon which admission decisions are made are stated clearly and adhered to by College personnel. It is however important to note that the College reserves the “Right of Admission”.

Credit and Transfer (CAT) and Recognition of Prior Learning (RPL) Policy

In line with national higher education policies published by the Council on Higher Education (CHE) and the South African Qualifications Authority (SAQA), the processes of Credit Accumulation and Transfer (CAT) and Recognition of Prior Learning (RPL) both aim to promote better access for students to higher education learning in South Africa, including those who were previously deprived of access to formal learning environments.

This policy provides a quality assurance framework for the recognition of prior informal and non-formal learning within RPL, as well as of formal learning within CAT, with the exception of situations where CAT is found not to be applicable.

A complete module of an academic programme is the smallest learning unit for which credits may be exempted or transferred. As such, advanced standing, exemption and credit transfer may be granted on a per-module basis.

SACAP reserves the right to accept or reject applications based on the specific programme requirements, module or programme learning outcomes, or institutional policy.

Exceptions to this policy

In accordance with the Higher Education Qualifications Sub-Framework (HEQSF), students must complete at least **all of the required credits at the exit level of a qualification**. As such, CAT for module credit or RPL for advanced standing/exemption cannot be granted in the final year of a qualification or for an exit level qualification, i.e. the Higher Certificate, Advanced Certificate, BSocSciHons (including the BPsych Equivalent Programme), Postgraduate Diploma in Coaching, or the MSocSci degree.

CAT or RPL may also not be granted for the following specific modules and/or professional programmes:

- Work Integrated Learning modules, including the BPsych Practicum modules
- BAppSocSci Research Project module
- BPsych and BSocSciHons Research Thesis module
- Bachelor of Psychology degree programme
- Bachelor of Social Science in Psychology [BPsych Equivalent Programme]

Credit Accumulation and Transfer (CAT)

Definition of terms:

Credit: refers to the measure of the volume of learning required for a qualification and can be specified in terms of the total minimum number of credits required for a qualification, as well as the minimum number

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of credits specified for the exit level of a qualification. One credit is the equivalent of ten notional hours of study.

Notional hours: Indicate the estimated learning time taken by an 'average' student to achieve the specified learning outcomes of a module or qualification. Notional hours include all the learning activities that make up a module.

Credit accumulation: refers to the totalling of credits towards the completion of a qualification.

Credit transfer: refers to the vertical, horizontal or diagonal relocation of credits towards a given qualification.

General Principles of CAT

CAT ensures that students are able to receive formal recognition and certification of a learning achievement. This allows for articulation across the higher education sub-frameworks of the NQF in order to facilitate lifelong learning and provide mobility for students so that they can enhance their chances of successfully completing their qualifications.

CAT is the process whereby credits obtained at one institution may be recognised by another, or the same, as meeting part of the requirements for a qualification provided that the content, learning outcomes, NQF level and credit range, are the same or judged to be equivalent. **CAT applies to qualifications no older than 5 years at the time of the initial registration with SACAP.**

The CAT application process must be initiated on application for admission and can be continued within the student's first term of study in cases where documentation for such application is pending.

General rules of CAT in line with the Council on Higher Education (CHE) and Higher Education Qualifications Sub-Framework (HEQSF) regulations:

- **Any and all credits** for an **incomplete qualification** may be recognised by the same or a different institution as meeting part (up to 50%) of the requirements for the same or a different qualification.
- **50% of the credits** for a **completed qualification** may be recognised by the same or another institution as meeting part (up to 50%) of the requirements for another qualification.
- A maximum of 50% of the credits of a completed qualification may be transferred to another qualification, if no more than 50% of the credits required for the other qualification are credits that have been used for a completed qualification. This prevents awarding multiple qualifications for the same work completed.
- The point of entry in a qualification must be such that students must complete **all of the required credits at the exit level** of that qualification, i.e. a qualification made up of only one NQF level (i.e. the exit level) does not allow for CAT, e.g. Higher Certificate, Advanced Certificate, BSocSciHons, PGDC, and MSocSci.

Recognition of Prior Learning (RPL)

Definition of terms:

Advanced standing: the status granted to a student for admission to study at a level higher than the student's prior knowledge and skills and/or formal studies would normally allow.

Exemption: is granted where the applicant is deemed to have successfully completed prior learning deemed equivalent to the module being waived. As such, the student will complete fewer modules overall to receive a given qualification.

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Assessment: is the systematic evaluation of an applicant's ability to demonstrate their achievement of the specified competencies or learning outcomes intended for a given module or curriculum.

General Principles of RPL:

RPL aims to overcome potential barriers to admission, or registration for higher education qualifications for those who do not have the formal prerequisites, particularly in respect of past unfair discrimination with regard to educational opportunities, while still protecting the quality standards of higher education qualifications. RPL gives due recognition to the life-long learning of an individual gained through formal, informal, non-formal knowledge and training, and/or work experience.

General rules of RPL in line with Council on Higher Education (CHE) and Higher Education Qualifications Sub-Framework (HEQSF) regulations:

- RPL is a process of assessment that evaluates informal and non-formal knowledge into formal and structured **equivalents** based on **specified competencies**.
- RPL may only be used to grant **access to a qualification**, or **advanced standing/exemption** from modules within a given qualification.
- **No credits can be awarded** for modules that a student has been exempted from based on RPL. As such, the total number of end credits will be less than the normally required number of credits for a qualification.
- RPL cannot be used to grant exemption from **more than 50%** of the modules of a given qualification.
- **Students must complete ALL of the required credits at the exit level** of a qualification, i.e. a qualification made up of only one NQF level (i.e. the exit level) does not allow for RPL for advanced standing/exemption for modules, i.e. Higher Certificate, Advanced Certificate, BSocSciHons, PGDC, and MSocSci.
- No more than **10% of a cohort** of students may be admitted in to a higher education programme through RPL.

The Recognition of Prior Learning process can be applied in two ways:

- i. **Admission into a qualification:** Evidence of other forms of prior learning are evaluated for equivalence against the minimum entrance requirements of a qualification.
- ii. **Advanced standing/exemption for particular module(s) in a qualification** (not applicable for exit level qualifications): Evidence of other forms of prior learning are evaluated for equivalence against the learning outcomes of particular module(s) at the lower levels of a qualification for advanced standing/exemption.

In both instances, the applicant needs to provide verifiable and/or certified evidence that prior learning is equivalent to the learning outcomes of a module of study or the minimum entry requirements of a programme.

The RPL process involves a fair and equitable assessment of the applicant's prior knowledge and skill in the field for which RPL is being sought.

For those modules involving counselling and communication competencies, an applicant may be required to submit a video-recorded role-play demonstration or practical assessment as a demonstration of his or her competencies, and/or attend an interview with a RPL Assessor. All submissions need to adhere to SACAP's Language Policy.

** Please Note: At any point in time the latest policy will apply in any given situation.*

Important: The applicant's RPL application must be submitted together with their application for admission, prior to the commencement of their studies.

Postgraduate qualifications may include additional requirements for admission into the programme based on RPL. Please see below the programme specific sections for more information.

RPL for the Postgraduate Diploma in Coaching:

- RPL will not be granted for exemption from any modules constitutive of the Postgraduate Diploma in Coaching.
- RPL for admission into a postgraduate qualification (NQF Level 8 and above), the age exception is already built into the minimum entrance requirements for the qualification.
- For postgraduate study the RPL portfolio of evidence must include:
 - Tertiary study at a minimum of an NQF Level 6 as well as other related courses.
 - Relevant work/life experience.
 - A motivational letter for admission to the programme.
- Consistent with this policy, SACAP reserves the right to accept a student into the coaching programme where qualifications and or extensive experience relevant to the coaching qualification is evident, including completion of short learning programmes (SLP) in the Coaching field of study.

RPL for the Master of Social Science (Community Mental Health Promotion):

- RPL will not be granted for advanced standing or exemption from modules constitutive of the Master of Social Science (Community Mental Health Promotion) (MSocSci) qualification.
- RPL will only be considered for admission in to the MSocSci degree for those graduates without the minimum entrance requirements (i.e. a relevant Honours bachelor's degree or postgraduate diploma in a cognate discipline) who have shown either by examination, research experience, publication, considerable relevant work experience in the field, or a record of appropriate training and/or development, that they have reached a level in the subject or a cognate subject, that is equivalent to the learning outcomes of an Honours bachelor's degree/NQF 8 qualification. These claims must be supported by a relevant portfolio of evidence that can be verified, which could include, but is not limited to, a combination of the following: study transcripts (compared, certified and verified by SAQA for international qualifications), course descriptors, a detailed curriculum vitae, work and/or academic references, previous research paper(s), publication(s).
- The applicant's RPL portfolio of evidence will be assessed by one or more internal senior academic staff members to ascertain the applicant's level of competence for admission into the MSocSci degree.
- Where the applicant's RPL portfolio of evidence is found lacking, the applicant could be required to do a piece of research in an area in which they have relevant experience and prior learning in order to substantiate their portfolio of evidence.
- Those applicants who do not qualify for RPL because their prior learning and research experience is not sufficient to meet the requirements of the SAQA NQF 8 exit-level outcomes, will be advised to complete the required prerequisite qualification(s) before attempting to apply for this MSocSci degree.

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Process to be followed for both CAT and RPL

Students requesting CAT or RPL are to complete the CAT/RPL Application Form and submit it together with their application fee and Portfolio of Evidence to the Admissions Department prior to the start of their studies.

The Portfolio of Evidence may differ per application, but in general includes the following:

- CAT requires university transcript/s no older than 5 years with relevant module description information (i.e. content, credit value, NQF level).
- For the successful exemption (RPL) or credit (CAT) of a module, evidence is required to show that the equivalent learning outcomes have already been met for the relevant module.
- An RPL for admission into a qualification can detail all relevant information in which formal, informal, and non-formal learning occurred and can include the following:
 - RPL applicant has learnt from their life/work experiences and how this experience equates to the minimum entrance requirements of the qualification for which they are applying for RPL.
 - A resume of the applicant's educational, employment, personal and professional development, and community-based and/or organisational work experiences.
 - Certified copies of relevant university or college transcripts, certificates or other relevant documents, job descriptions, and/or letters from employers demonstrating prior learning and current competencies.
- In the instance where English Proficiency does not meet the minimum entrance requirements, the student will be required to submit a written component with the application to demonstrate their English comprehension.
- Fees will differ depending on whether it is a CAT or RPL application.
- All applications will be reviewed by either the relevant campus Head of Teaching and Learning, or the Academic Head Office. Depending on the evidence provided and the comprehensiveness of the portfolio submitted, the applicant may be asked to attend a personal, Skype or telephonic interview.
- During an interview, the applicant may be required to demonstrate an appropriate level of competency in both the theory and the practice of the module(s)/programme for which RPL is being sought.
- The outcome will be communicated to the applicant by the Admissions Department thereafter.

Notification and Appeals Procedure for CAT or RPL

- The application process and assessment can take up to 4 weeks to complete.
- The credit/exemption/admission will either be granted or not granted. The applicant will be notified by email of the outcome.
- Applications deemed successful will be charged a fee per module successfully credited/exempted. Such fees apply to external applicants and not to SACAP graduates.
- If the application is unsuccessful, then the applicant has fourteen (14) days from the day of notification of the outcome to appeal this decision. The formal procedure must be followed as outlined in the Student Complaints, Grievances and Appeals Policy.

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Flexible Delivery

The College recognises the principles of flexible delivery. Programmes are designed to emphasise flexibility of delivery in order to maximise student opportunities to access and participate in learning. SACAP's flexible delivery offers the following:

- Full-time (3-4 modules per term).
- Part-time (1-2 modules per term)
- Face-to-face mode of delivery
- Online mode of delivery (Higher Certificate in Counselling and Communication Skills; Bachelor of Applied Social Science, Bachelor of Social Science (Honours))

In the instance that a student achieves a grade point average (GPA) of 75% and above in all modules taken over at least two consecutive terms, they may request to increase their study load to **four** modules specifically for those programmes where it is not already a requirement. If a student would like to increase their workload, a formal request must be made to the Head of Student Services.

Furthermore, in the case where a student struggles academically with their given study workload, the Student Services Department will be tasked to review the situation and it may be recommended that the student reduce the number of modules undertaken during a given term. Academic counselling may also be recommended in order to help them improve their academic performance. The final decision on study workload rests with the student in consultation with the Head of Student Services.

It should be noted that students **may not** register for more than **three** academic modules whilst completing the Work Integrated Learning (WIL) preparatory workshops (WIL Part 1). On the successful completion of WIL Part 1, students may then proceed into WIL placement (WIL Part 2) provided they are registered for no more than **two** additional academic modules.

Annual Registration

A student is required to register for their programme of study annually. In between the annual registration, students are required to complete the re-enrolment process to confirm the modules they are to study for that particular term. Should a student be inactive in their studies for more than one academic year (three consecutive terms), the College will automatically disenroll the student from their programme. In the event the student wishes to return, the student will need to go through the admissions process as a new student.

SACAP reserves the right to judge each application for extension of study based on merit.

Registration is only official once the non-refundable registration fee has been paid and the student's payment plan has been confirmed with the relevant documentation. See the finance policy for more information on payment methods.

- Study fees include electronic study materials.
- Prescribed textbooks are not included in the fees and must be purchased separately.
- After the close of registration and prior to the commencement of class, an administration fee will be charged for any changes made to module/class/programme/campus.

Class Timetabling and Class Allocation

A provisional class timetable is made available prior to the start of each term.

- The class timetable is subject to change without prior notice.

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- SACAP reserves the right not to run a module should the given module not have enough registered students to make it viable.
- Early student registration is encouraged to secure a student's place in a class.
- SACAP cannot guarantee that a student's preferred time slot will be available.
- Students are not able to choose a specific educator for any given module. It is not possible to match modules with specific educators as the educator could change at any time prior to the commencement of the module.
- A given class will not exceed 25 students.
- Students are not permitted to move between classes/change classes without consulting the Student Administrator.
- No class changes will be made after the first week of term.

Transfer of a Qualification

A transfer of qualification refers to a current student who wishes to transfer to another qualification other than the qualification originally registered for.

The College may consider such requests for a change of qualification if:

- All entrance requirements and programme rules for the new qualification have been satisfied;
- There is a place available in the particular programme.

Should a student request to transfer to a new qualification, a completed Application to Transfer Qualification form is to be submitted to Student Administration. The application should include any supporting documentation that indicates that the Minimum Entry Requirements for the new qualification have been fulfilled.

Where applicable, credits that have been accumulated in the previous qualification may be transferred to the new qualification, i.e. a credit transfer. In such instances, a Credit Accumulation and Transfer Application must be completed and submitted to Student Administration (*See Credit Accumulation and Transfer and Recognition of Prior Learning Policy*).

Successful transfers will only be implemented for the next term the student is active. Students will automatically be de-registered from the old qualification.

An incomplete transcript will be issued to students listing those modules completed in the incomplete qualification.

Please note:

- SACAP does not automatically guarantee the transfer of a qualification.
- The principles in both SACAP's Admissions Policy and Credit Accumulation and Transfer and Recognition of Prior Learning Policy apply.

Religious Considerations

SACAP encourages diversity as part of its educational philosophy. Holding true to the integrity of these values require acknowledging diversity in all its various forms that includes religious beliefs.

Any request for absence from College activities due to religious considerations should be discussed with Student Services prior to the start of term.

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Finance Policy

This policy aims to guide students with regard to the financial and administrative aspects of their SACAP experience.

Payment plans

As detailed on the SACAP Fee Structure document, the following three payment plans are available:

1. **Annual Upfront Payment:** Fees are paid upfront for the year and are due two weeks before the commencement of term. A 5% discount is already factored into the amounts reflected on our Fee Structure, but this discount will only be credited to the student's account if full payment is received two weeks before term commences. If payment is delayed then the full termly fees will be payable.
2. **Termly Upfront Payment:** Fees are paid upfront for the term and are due two weeks before the commencement of term.
3. **Monthly Debit Order Payment:** A monthly debit order amount (as detailed on the Fee Structure or Pro Forma Invoice) will be drawn against the fee payer's account. The completed debit order form must be signed by the nominated fee payer and submitted to the Admissions department before the commencement of term. We regret that no other monthly payment plans are available (e.g. monthly EFT payments or 'stop orders').

Please take note of the following additional conditions that apply to debit orders:

- The debit order form is for a **variable** amount, and the amount actually debited against the fee payer's account will change to accommodate our standard annual fee increases and any other deviation from your initial study plan.
- SACAP is not required to obtain consent to vary the debit order amount in accordance with a student's study plan.
- We regret that the Debit Order Payment plan is not available to **International Students**.

Payment Reference Numbers: Please ensure that only the relevant **student number** is used as a reference on any payments made via EFT or direct bank deposit. This is essential for us to correctly identify and allocate payments onto the correct student account. Please do not use names, ID number or telephone number as your reference. Proof of payment should please be sent to studentaccounts@sacap.edu.za to further assist with allocation.

Application Fee

An application fee is charged on application and is non-refundable whether the application is successful or unsuccessful.

Annual Registration Fee

An annual registration fee is charged in each year of study for which a student is registered, until a student has completed their qualification. Registration fees are payable strictly upfront and are non-refundable. With reference to our Fee Structure, the registration fee has been included within the total amounts shown as payable under both the Annual Upfront and Termly Upfront options.

Withdrawal/Deferral/Extension of Study

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Once the academic term has started, any withdrawal/deferral/extension of studies will still result in a proportionate charge for the term's fees as follows:

- During Week 1 – 25%
- During Week 2 – 50%
- During Week 3 – 75%
- After Week 4 – 100%

Intensive modules are by their nature short modules that do not stretch over a full academic term. Once an intensive module has commenced, a student will be charged in full for the module with no reduction for withdrawal, etc.

Please refer to the Student Handbook for more detailed information regarding the administration of withdrawals/deferrals/extension of studies.

Student Accounts

- Proforma invoices (quotations) are provided to students on a request basis prior to the commencement of each academic year, and they are based on a student's study plan at the time of issue. Should a student amend their study plan during the course of the year this may result in changes to their fees. Students are therefore advised to liaise with the Student Accounts department in advance of making any changes to understand any financial implications.
- All students are invoiced on a termly basis for the modules they are actually taking in any particular term. It will thus take three terms to be fully billed for a full academic year of study. A student's account may therefore go to zero or into credit during the course of the year between the termly billings.
- Statements are sent out on a monthly basis to students with a balance owing on their account (debit balance). Statements are available on request to students who do not have a balance outstanding (zero or credit balance).
- Only Registration Fees and Tuition Fees will be invoiced against a student's account. Other sundry fees and charges are not invoiced against a student's account because they are charged strictly upfront on application or at point-of-sale and are non-refundable.

Non-payment of Fees and Temporary Restriction of Access (TRA)

a. Debit Order Payment plan:

- Should a student's debit order be returned as unpaid, the student will be sent an automatic notification providing 12 working days to settle the unpaid debit order by EFT or otherwise.
- In the instance that an unpaid debit order is not settled within the 12 day grace period, the student's MySACAP account access will be temporarily restricted until settlement is made. During this time the student will have no access to MySACAP and will not be able to access resources from MySACAP, submit assignments, or complete exams or open book tests until settlement is made.
- Should the unpaid debit order not be settled and a second month's debit order is returned as unpaid, the student's entire term's fees become due and payable, and the student may be handed over for debt collection.
- The student may also no longer be permitted to pay by debit order going forward and will instead be required to pay the fees in full upfront for the term.

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b. Termly Payment plan

- Should a student not be on the Debit Order Payment plan, the student's fees for each term are payable upfront in full prior to the commencement of the term. Should these fees not have been paid, the student will be sent an automatic notification providing 12 working days to settle the fees due.
- In the event that the full term's fees not be settled within the 12 day grace period, the student's MySACAP account access will be temporarily restricted until settlement is made. During this time the student will have no access to MySACAP and will not be able to access resources from MySACAP, submit assignments, or complete exams or open book tests until settlement is made.
- Should the full term's fees not be paid after 40 working days the student may be handed over for debt collection.

c. General

- On settlement, a proof of payment should be sent to studentaccounts@sacap.edu.za to expedite the lifting of the MySACAP restriction.
- If, two weeks prior to the commencement of the following term, a student's account has an outstanding balance, for any reason, the student will be removed from their classes for the term about to commence and will not be permitted to re-enroll, re-register or return to studies until the balance is settled in full (subject to class availability).
- Should a new module commence when a student is in the 12 day grace period, the student will not be permitted to commence the module until the outstanding balance has been settled.

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SECTION 2: STUDENT MATTERS

Student Responsibilities

- Students are expected to participate actively and positively in the teaching-learning environment.
- Students are encouraged to maintain steady progress within the module, comply with the workload expectations, and submit required work on time.
- Honesty is required from students in all of their dealings with the College. Cheating, plagiarism (including allowing another student to copy work for an assessment), and damaging or defacing books or other library materials may be dealt with as an offence incurring disciplinary action.
- Students are responsible for monitoring their own progress within the teaching and learning environment and the academic programme. This includes ensuring that assessments are completed timeously. Bear in mind that time management is critical. Students are encouraged to contact academic staff for assistance if they have concerns about particular aspects of their learning and/or progress, and are strongly encouraged to make use of the student support services available or other professional services as the need arises.
- Students are invited to provide regular feedback on the teaching and learning environment. Student participation is important as students represent a key constituency within the College and provide a useful perspective on its operations. Accordingly, when they accept appointment to committees of the College, they do so to the best of their abilities, aware of the responsibilities attendant on such appointment.
- Students are expected to act at all times in a way that demonstrates respect for the rights and privileges of other members of the College community, both fellow students, educators, and staff, and show commitment to the ideals of the College with special reference to excellence in performance and freedom of expression.

Students studying on any face-to-face (contact) campus should be aware of the following:

- Class Attendance: Students are expected to attend classes and to communicate with the educator or Student Administrator should other conditions affect or impede attendance.
- No more than two classes per module may be missed, this includes any makeup classes that the student may be required to attend.
- Smoking is not permitted anywhere in the building, including electronic cigarettes.
- Students are required to be punctual for each class.
- Cell phones are to be switched off during all classes.
- No eating or drinking (except for bottled water) is permitted in the classrooms.

Health and Wellness Policy

The South African College of Applied Psychology (SACAP) aims to provide a secure and supportive environment for teaching and learning in which students are supported and encouraged to reach a high level of professional and academic achievement. Measures are taken to support students in all aspects of their academic lives for the duration of their studies.

The overall health and wellbeing of SACAP students are of paramount importance to the functioning of SACAP as a private higher education institution. SACAP is fully committed to its obligation to its students,

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and recognizes the importance of student wellness through establishing grounds that promote wellness for the benefit of students.

Student Services Department

SACAP believes in the importance of providing wrap-around support services to enhance student wellness. Students, therefore, have access to the Student Services Department to discuss relevant study challenges and potential academic or psycho-social issues that may be impacting upon their studies.

The Student Services Department provides a full range of support to students so as to enrich student life and promote student welfare. It ensures that students are provided with academic and psycho-social support, and students are encouraged to approach them directly. However, in the instance that an educator or other staff member identifies a student in need of support, the educator is asked to contact the Student Services Department and to complete a Student Tracking Form so that the matter may be followed up with the student.

Consideration for Students with Disabilities

Please see SACAP's Student with Disability Policy for further information in this regard.

Managing Substance/Alcohol Abuse/Dependence

SACAP recognises substance dependency as a treatable and manageable condition. Students are responsible for promptly seeking advice and to follow appropriate treatment should they suspect that they may have an alcohol or substance dependency problem. Should they fail to do so, this may lead to a possible termination of their studies.

SACAP encourages an open-door policy with respect to addiction to substances. There is therefore a duty on the part of the student to approach SACAP and inform them of their difficulties with substance abuse and/or dependence.

The reaction of SACAP to a student declaring a substance dependence problem will not be punitive. Rather, SACAP adopts a supportive stance in the sense that it will assist as far as reasonably possible and provide the student with the necessary time off from their studies to seek treatment for the substance abuse/dependence problem.

Occupational Health and Safety (OHS)

SACAP has appointed Health and Safety Officers on each of its campuses and ensures that designated staff have the required first aid training. SACAP also conducts an annual Occupational Health and Safety audit on each of its campuses to ensure OHS compliance.

The purpose of these practices includes, but is not limited to:

- **Occupational safety:** Protection of SACAP students and the SACAP employees from an occupational injury, diseases, stressors, and hazards through proactive measures of risk reduction.
- **Occupational hygiene:** Involves the recognition, evaluation, and control of physical, psychological, and biological factors at SACAP which may affect the wellness of students and employees.
- **Environmental management:** Refers to environmental conservation such as waste management, environmental impact assessment use, and control of hazardous materials.

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- **Disaster management:** Preventing, planning for, and managing disasters through disaster preparedness, rapid response, recovery and rehabilitation, so as to minimize loss of life, injury, and damage to property, i.e. first aid training, emergency and fire evacuation protocols, fire extinguishers, etc.

Wellness Management

This encompasses human wellness and promoting individual and organizational wellness. Wellness management at SACAP includes:

- **Emotional needs:** To promote emotional intelligence, self-awareness, self-esteem, optimism, sense of coherence and resilience of employees and students, e.g. fear management skills, stress management, trauma counselling, critical incident management, etc.
- **Social needs:** To promote the ability of students and employees to interact successfully and to live up to the expectations and demands of personal roles, by learning good communication skills, creating support networks with colleagues, peers, friends and family, and showing respect for others and self.
- **Intellectual needs:** To promote the ability to make sound decisions, to think critically, to be open to new ideas, to master new skills, to be creative and curious. e.g. role clarity, participation in decision making surrounding their immediate, work integrated learning, collaborative projects, and through growth and development opportunities, etc.

SACAP Student Rights and Responsibilities

With respect to student wellness, SACAP has the responsibility of ensuring that:

- A healthy and safe environment that is conducive for optimum productivity and studies.
- Service delivery is created and maintained.
- The basic wellness services are made accessible to all students, and are conducted in an ethical manner.
- The student environment and studying conditions of students are conducive to wellness.
- Students' rights to confidentiality, autonomy, sensitivity, timeous intervention, equality, openness and transparency, and confidentiality are protected.
- Students are informed of conditions at SACAP which may be harmful to their health and wellness.

Students have the responsibility to:

- Conduct their studies in a manner that advances and protects their health and wellness.
- Report and/or take action to correct conditions in the workplace that may be harmful to their own health and wellness and that of other students.
- Take an initiative to seek professional intervention or support as and when necessary.

Confidentiality

Confidential information generally pertains to private personal information and may include a student's financial, criminal record, or health status, but not to the exclusion of other types of information. Section 14 of the Constitution of the Republic of South Africa, 1996 guarantees every person's right to privacy.

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This, therefore, means a student's confidential information may not be disclosed to a requesting party, unless written consent has been provided by the individual to disclose information.

This right, however, may be limited by legislation (e.g. section 16 of the Labour Relations Act, No 66 of 1995 and the Promotion of Access to Information Act, 2000) and or court orders that warrant the disclosure of information. The collection and maintenance of confidential information should be kept securely and only those entitled to officially engage therewith may be allowed controlled access.

The Protection of Personal Information Act, 4 of 2013, recognises that the right to privacy includes the right to protection against the unlawful collection, retention, dissemination and use of personal information. In line with international standards, the processing of personal information by public and private bodies must be done in a manner that gives effect to the right to privacy, subject to justifiable limitations aimed at protecting other rights and important interests. Please see SACAP's Protection of Personal Information (POPI) Policy for further information in this regard.

A student should be afforded an opportunity of verifying the accuracy, to rectify, and to update any of their confidential information.

Student Code of Conduct and Disciplinary Policy

The South African College of Applied Psychology (SACAP) provides a secure and supportive environment for teaching and learning in which students are stimulated to reach a high level of academic achievement, regardless of mode of delivery. The College is committed to high standards of professional and ethical conduct in all activities, and holds expectations about students' code of conduct that are outlined in Section A and procedures relating to deviation from the code of conduct are outlined in Section B (Student Disciplinary). The SACAP Code of Conduct applies to the behaviour of students in all aspects of their academic and professional life for the duration of their studies, and includes code of conduct during Work Integrated Learning.

A. Student Code of Conduct

General Code of Conduct

Students are expected to:

- Treat the staff, educators, and their peers with respect, courtesy, and fairness, and afford the same professional courtesy to other professionals.
- Bring any concerns or difficulties to the immediate attention of Student Services who can then support, mediate, and liaise as required.
- Act at all times in a way that demonstrates respect for the rights and privileges of other members of the College community and show commitment to the ideals and reputation of the College.
- Foster and maintain an open attitude towards others, and do not display or engage in discriminatory behaviours/values.
- Act at all times in an ethical and appropriate manner. All activities are expected to be carried out honestly, fairly, and accurately so as to maintain good relations.
- Under no circumstances are students permitted to use inflammatory, blasphemous, provocative language in any academic setting including online forums.
- Refrain from engaging in all forms of inappropriate behaviour which includes, but is not limited to: drug/alcohol abuse/relapse; inebriation/intoxication during class and/or work integrated learning settings; violence; sexual harassment; language or behaviour deemed to be offensive/unacceptable; aggression towards the educator, fellow students, College staff, or any

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other staff member involved in the student's work integrated learning placement.

SACAP's Teaching and Learning Environment Code of Conduct

SACAP prides itself on quality teaching and learning and a unique educational philosophy and facilitated learning style. SACAP has expectations on its students to ensure that they get the most from their learning journey.

SACAP considers the following the responsibility of the student:

The student should:

- Meet the minimum requirements for attendance and/or participation (outlined in the Attendance Policy and/or Module Outline) in order to successfully complete their modules.
- Contribute meaningfully to enhancing and enriching the teaching and learning environment by actively participating in all learning activities. This includes:
 - Complete prescribed readings in order to be prepared for class and contribute to the interactive learning environment.
 - Review class notes
- Spend time on assignments and submit timeously (outlined in the Assessment Policy).
- Conduct themselves with academic honesty in all dealings with the College. This includes, avoidance of cheating and plagiarism, including but not limited to, allowing another student to copy work for an assessment and self-plagiarism (outlined in more detail in the Plagiarism Policy)
- Utilise the library and resources courteously. This includes not damaging or defacing book(s) or any other library materials and abiding by the Student Code of Conduct in SACAP's Digital Learning Environment outlined below.

SACAP's Digital Learning Environment Code of Conduct

At SACAP, we aim to provide a digitally rich learning environment that is forward thinking, innovative and enables student learning through technology. Devices such as laptops and tablets have become an increasing part of academic learning environments.

Digital technology includes computers, computer networks, connections to external computer networks, subscriptions to external computer services, web applications, social networks, and communication platforms including, but not limited any technologies that SACAP utilises in the teaching and learning or social interaction platforms.

The SACAP Code of Conduct also applies to student behaviour in this digitally rich learning environment for the duration of their studies.

The following activities involving the use of SACAP's digital learning environments are prohibited:

- Trolling, which refers to posting inflammatory, or off-topic messages in an online community with the intent of provoking an emotional response or otherwise disrupting normal on-topic discussion.
- Illegal downloading (on Campus Wi-Fi only) using torrent software such as *UTORRENT* and *BITTORRENT* and other related software that allow peer-to-peer downloading.
- Streaming from sites such as *YouTube* and *Vimeo* is for educational purposes only (related to module content, research and assignments). Streaming from entertainment sites such as *Netflix* and *Showmax* is prohibited (on Campus Wi-Fi only).

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- Transmitting unsolicited information that contains obscene, indecent, lewd or lascivious material or other material that explicitly or implicitly refers to sexual conduct.
- Transmitting unsolicited information that contains profane language or panders to bigotry, racism, sexism, or other forms of discrimination.
- Transmitting information which threatens bodily harm or which intimidates another person or organisation.
- Communicating any information concerning any password, identifying code, personal identification number or other confidential information without the permission of its owner or the controlling authority of the Computer Facility to which it belongs.
- Creating, modifying, executing or retransmitting any computer programme or instructions intended to gain unauthorised access to, or make unauthorised use of, a Computer Facility or Licensed Software.
- Creating, modifying, executing or retransmitting any computer programme or instructions intended to obscure the identity of the sender of electronic mail or electronic messages, collectively referred to as "messages", including, but not limited to, forgery of messages and/or alteration of system and/or user data used to identify the sender of messages.
- Accessing or intentionally destroying software in a computer facility without the permission of the owner of such software or the controlling authority of the facility.
- Making unauthorised copies of SACAP licensed software.
- Communicating any credit card number or other financial account number without the permission of its owner.
- Effecting or receiving unauthorised electronic transfer of funds.
- Violating any laws or participating in the commission or furtherance of any crime or other unlawful or improper purpose.
- Using the computer facilities for commercial purposes.
- Violating the provisions of copyright, particularly on software, data and publications (outlined in more detail in the Plagiarism Policy).
- Broadcasting email messages indiscriminately to all users of a computing facility. The broadcast of messages concerning the use of a facility by the manager of a facility is a specific exception.
- Harmful computer virus being created, transferred or utilised onto one of SACAP computers.
- Dubious browsing and/or downloads resulting in harmful computer viruses or phishing will result in a fine and charges for any repair/replacement costs for the corrupted computer terminal.
- Downloading of music, movies, games, etc. is strictly prohibited.
- Non-academic browsing of the internet must be limited to secure websites and not be excessive.

Students in breach of this conduct in SACAP's digital learning environment or on any of the SACAP social networks, including but not limited to, *MySACAP*, the *SACAP Facebook* pages and the *@SACAP Twitter* handle will be held accountable in accordance with the SACAP Student Disciplinary Code.

Standards with regard to alcohol/substance use and abuse

SACAP prohibits the use of alcohol while at College. Drinking or using substances herein defined as any mood-altering substance that can be abused, or to which the individual can become dependent while at college is a violation of the Student Code of Conduct. Substances could include, but are not limited to, any

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illegal drugs and/or narcotics, e.g. marijuana, methamphetamine ('tik'), mandrax, cocaine, ecstasy (MDMA), or heroin, as well as legal, mood-altering substances, such as alcohol, painkillers, codeine, benzodiazepines and other tranquilizers; but excludes bona-fide prescribed use of medication for a recognised medical condition.

Being under the influence or the use of substances on campus will be regarded as a serious offense, which may lead to the dismissal of a student once due process has been followed.

SACAP reserves the right to request a student to undergo a drug test and/or breathalyser test and/or alco-meter test, should it be suspected that the student is under the influence of addictive substances. A student suspected of being so under the influence may, upon the discretion of the management of the College, also be requested to undergo a blood and/or drug tests administered by a medical practitioner of SACAP's choice. A refusal by a student to undergo any substance test will result in a negative inference being drawn from the student's refusal to do so.

Students with substance/alcohol problems:

With regard to substance/alcohol problems, the following constitutes breach of Student Code of Conduct:

- When a student fails to inform the College that they have an alcohol/drug problem.
- When a student fails to inform the College when they experience a drug/alcohol relapse during the course of their studies.
- When a student is found using/under the influence of drugs/alcohol during class or during work integrated learning
- When it is found that a student's drug/alcohol use affects their academic performance and/or College social and professional activities.

Students who experience a substance/alcohol relapse:

- The student must inform the College immediately if they have an alcohol/drug relapse. The College has the right to take action in the instance that the student does not inform the College of their relapse, when the College is made aware of the relapse by another party, or the student displays inappropriate behaviour during class/work integrated learning.
- The student meets with Student Services, and/or an Academic Department member (and in certain cases Student Administration).
- Depending on the nature and severity of the situation where abusive, disruptive and/or inappropriate behaviour on campus, during work integrated learning, or any settings where the student is working in their capacity as a student of SACAP is evident/reported, disciplinary action could be taken which could result in the student's immediate suspension or expulsion.

Harassment and Discrimination

It is the policy of SACAP to promote an environment which is a safe and inclusive teaching and learning environment where individuals feel supported and are able to work and study effectively, without fear of discrimination, harassment, bullying, vilification, victimization and/or reprisal as set out by relevant anti-discrimination legislation. SACAP seeks to be a place where respect and social cohesion is promoted regardless of age, sex, sexual orientation, religion, race, colour, national origin, disability, marital status or diversity of background.

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SACAP commits to creating a climate where students feel safe, where awareness is promoted, and where inclusive language is ratified to ensure that students, staff and associated agents of SACAP recruit and retain a diverse campus community.

The relationships that College staff and educators, develop with their students will not provide any basis for the misuse of power or trust. To support the rights of individuals to achieve their full potential free from discrimination, bullying, harassment, victimisation and vilification, SACAP provides a robust grievances and appeals process that can be used to resolve complaints of this nature.

B. Disciplinary Code

Any instance of students displaying inappropriate behaviour or behaviour that raises concern about the mental or emotional state of the student during their studies at SACAP must be brought to the attention of Student Services Department.

In such cases, the following process of enquiry is followed:

1. When a concern is raised about a student's academic performance and/or behaviour, a review process will begin. The review process draws in feedback from educator(s), Student Services Department (and in certain cases the Student Administration), Academic staff members, and other students (where necessary). This feedback is collated along with any related correspondence concerning the student's previous performance and behaviour while studying at SACAP.
2. The student will meet with Student Services, Student Administration, a member of the Academic Department, and/or any other staff member(s) deemed appropriate to attend the meeting.
3. A decision will be made regarding whether disciplinary action is to be taken and in what form.
4. In the event disciplinary action is taken, the outcome could result in one or more of the following:
 - i. Professional Referral
 - ii. Warning (verbal, first written, final written)
 - iii. Probation
 - iv. Suspension
 - v. Expulsion

Depending on the severity of the situation, the initial meeting could result in immediate suspension or expulsion.

Student suspension

The suspended student may return to their studies at SACAP with the following provisions:

- All suspended students are to attend a follow-up interview with the Student Services Department and a College appointed counsellor (at the student's own cost).
- In the case of a mental health issue, the student must provide a letter from their treating psychiatrist, psychologist, or specialist doctor attesting to their readiness to re-engage in studies.
- In the case of addiction, the student:
 1. Must provide a letter from their mental health/health professional confirming that they have been clean and sober for at least a year before recommencing with their studies at SACAP.
 2. Must provide a letter from their mental health/health professional, attesting to their

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sobriety and recommending their readiness to re-engage in studies.

3. Is to supply a monthly report from a mental health/health professional for the duration of their studies.
4. Must provide evidence of ongoing addiction support.

Disciplinary Procedure

1. In the instance, a student commits a level one offense (see disciplinary table), a College staff member, including educators, will attempt to resolve the matter informally in consultation with the student.
2. In the instance of a repeated level 1 offense and any offenses from level 2 - 5 the disciplinary procedure outlined in this policy will be followed based on the severity of the offense.
3. Expulsion would be reserved for cases of serious misconduct or repeated offences. The seriousness of the offence will determine the action to be taken and not necessarily, the number of occasions the transgressions were committed.

Warnings

Student Services, Student Administration, and/or the Academic Department issue warnings. The student may request to have a staff member present at the issuance of a warning.

A copy of the warning could be issued either electronically or in hardcopy. Students are required to sign acknowledgement of a warning's receipt. However, the warning will be binding in the absence of a student's formal acknowledgement. If a student refuses to sign or is unavailable, a witness will sign on behalf of the student, confirming that the warning was issued.

All warnings will be included in the student's academic file.

Warnings must be given within 10 working days after the offence becomes known.

Student disciplinary warnings do not expire until the student completes his/her qualification and graduates with good standing.

1. Verbal Warnings (See Annexure "F")

- i. A verbal warning is applicable to all level one offences.
- ii. This will normally be the first formal action instituted against a student for failure to meet performance requirements, breach of the terms of the Student Code of Conduct, or other College rules.

2. First Written Warnings (See Annexure "G")

- i. First written warnings are applicable to repeated first level offences and all second level offences.
- ii. Student Services records, in writing, the incident that gave rise to the issuing of such written warning.

3. Final Written Warnings (See Annexure "H")

- i. This warning is applicable in where previous warnings failed to produce required results and/or in the instance of a third level offence.

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- ii. Student Services will record in writing the incident that gave rise to the issuing of the final written warning.

4. Disciplinary Hearing

- i. This is applicable where previous warnings have failed to produce required results or in the instance of fourth and fifth level offences.
- ii. Following a pre-investigation, the Student Services Department and/or the Academic Department will record in writing the incident, in the form of a notification to attend a disciplinary hearing. (See Annexure "A").
- iii. The student shall be issued with a copy of such notice and the hearing shall be set down in accordance to this procedure. (See Annexure "B").
- iv. The student is entitled to one calendar week to prepare for the hearing.
- v. A member of the SACAP Student Representative Council may represent the student at the hearing. The student may have an external party in attendance (e.g. spouse, parent, etc.).
- vi. An impartial person will be appointed to act as Chairperson of the said disciplinary hearing.
- vii. The student will be afforded an opportunity to state his/her case in response to any allegation. (See Annexure "C")
- viii. After having considered all the evidence presented, the Chairperson will decide on the outcome of the disciplinary hearing. (See Annexure "D")
- ix. If the student is suspended/expelled, the student will be given the reasons for the suspension/expulsion in writing. (See Annexures "J" and "K").

Appeals Process

For a Disciplinary Outcome to be appealed, the student in question must produce compelling reasons as to why they oppose the Disciplinary Hearing Outcome.

1. An appeal must be lodged within two calendar weeks of the Disciplinary Hearing Outcome. (See Annexure "E")
2. If the student has further evidence and/or mitigating circumstances in support of his/her case after the Disciplinary Hearing Outcome has been already been delivered, the student must provide a solid motivation with a portfolio of evidence in order to lodge an appeal.
3. A written response from the College acknowledging receipt of the appeal will be provided to the student.
4. An independent non-executive Academic Board member will be appointed to consider the appeal request ('the Appeal Chairperson').
5. The Appeal Chairperson reviews all the documentation of the case as they see fit (including inter alia the disciplinary hearing notes, audio files, SACAP's documentation, the disciplinary hearing report, etc.) together with documentation flowing from points 1, 2 and 3 above. On review of these documents, the Appeal Chairperson:
 - i. Can decide that the original disciplinary outcome was fair and as such stands and the appeal is dismissed, or
 - ii. That there is enough evidence present to substantiate the need of an Appeal Hearing.
 - iii. Can either conduct the Appeal Hearing themselves or appoint another impartial Chairperson to conduct the Appeal Hearing.

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- iv. The Appeal Chairperson does not overrule the original disciplinary decision without a hearing having been held. The review before a hearing is merely to determine whether the student has cause for an Appeal Hearing or not.
6. In the case where an Appeal Hearing is deemed necessary, the hearing is to take place within 10 working days of the Appeal Chairperson having reviewed all the relevant documentation.
7. The Appeal Hearing follows the same general process as a Disciplinary Hearing (see above).
8. The outcome of the Appeal Hearing could rule in favour of the student, that the original Disciplinary Hearing outcome stands, or that a less or more severe outcome is warranted.
9. The Appeal Hearing Outcome will be announced within 5 working days of the Appeal Hearing's conclusion. This decision is final and binding on all parties.
10. In the instance that the Appeal Process Ruling is ignored, defied, or breached by the student or the institution, legal recourse could be actioned.

Appeal Chairperson Fee for Services Rendered:

The Appeal Chairperson will be remunerated for their services rendered. The Appeal Chairperson must determine who will bear the cost of his/her services based on their findings and the Appeals outcome, for example: it could be determined that the student bears the cost of the appeal process.

Access to Student Records:

1. Student records are never destroyed. They will be archived once the student completes his/her studies.
2. Students have access to all their student records on request to the Student Administration office.
3. Student disciplinary documents are kept within the student file marked as "Confidential with Restricted Access". Only senior members of staff may access confidential student documents.

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Levels of Offences for Disciplinary Action

Level of Offence	Description	1 st Offence	2 nd Offence	3 rd Offence	4 th Offence
1	<ul style="list-style-type: none"> Wearing inappropriate or unsuitable attire Littering Disrespectful, disruptive and inappropriate behaviour Not adhering to library rules. 	Verbal warning	1 st written warning and consultation	final written warning	disciplinary hearing
2	<ul style="list-style-type: none"> Trolling (social media) 	1 st written warning and consultation	final written warning	disciplinary hearing	
3	<ul style="list-style-type: none"> Any form of prejudice (includes racism, sexism, and discrimination of any kind) Vandalism/tampering, graffiti, or damage to College, student, or staff equipment or property Defiance/Insubordination Lying and dishonesty Failure to meet Academic Probation/ Performance Review conditions 	Final written warning and consultation	disciplinary hearing		
4	<ul style="list-style-type: none"> Possession and/or taking of illegal substances on campus Intoxication on campus Contravention of the Student Professional Code of Conduct Harassment of any kind (stalking, unwanted sexual advances, intimidation, extortion, victimisation) Abusive behaviour of any kind (verbal, physical, sexual) Fighting 	Disciplinary hearing. Where applicable, notification of the authorities, i.e. SAPS			
5	<ul style="list-style-type: none"> Gangsterism Possession of weapons Threatening with a weapon Theft or burglary Selling or distribution of illegal substances/alcohol Threat of injury/violence/bodily harm against another Injury/violence/grievous bodily harm against another Forgery and any other form of misrepresentation. 	Immediate removal from the College pending investigation and possible expulsion. Where applicable, notification of the authorities, i.e. SAPS			

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PLEASE NOTE:

- The Disciplinary Code and Action steps to be taken, as well as the categorization of offences above, are merely guidelines and may in its application differ due to the variation of the merits and circumstances of each individual case.
- This list is not exhaustive and a student may be summarily charged for any cause recognised in law or fairness as sufficient.

Student Representative Council (SRC)

The SRC represents all students at SACAP, and their overall interest and social well-being, in various committees for example to the Academic Board. It is highly involved in co-operative decision-making on campus. The students elect the SRC annually. The duties, functions, privileges and term of office are set out in the SRC Constitution and election bylaws approved by the Council as institutional rules. SACAP considers the SRC to be a very important stakeholder, as the student voice at SACAP is highly valued.

The Role of a Student Representative

- The role and function of a Student Representative is to liaise with the student body to accurately and objectively represent students' suggestions, ideas, information, and concerns to the SRC, and to carry out the unique responsibilities associated with their position on the committee as described in the constitution of the SRC.
- Students may nominate any student currently enrolled at the College. A student may self-nominate should they possess the interest and commitment to represent the student body. A Student Representative is invited onto the Student Representative Council based on the student's availability and the number of nominations received. The primary task of a Student Representative is to represent the views, opinions and concerns of the student body and to facilitate the implementation of SRC initiatives.

A Student Representative has a responsibility to students through:

- Being available to listen to student views and concerns and actively representing them in an objective and accurate manner.
- Attending scheduled SRC meetings throughout the academic year.
- Providing accurate feedback to the student body on the proceedings of the Committee.

A Student Representative has a responsibility to the SRC through:

- Actively participating as a Student Representative.
- Accurately and objectively presenting the views and concerns of the student body.
- Accurately and objectively presenting the views and outcomes of the SRC to the student body.

Student Complaints, Grievances and Appeals

SACAP takes all complaints, grievances and appeals seriously and provides a robust set of principles, responsibilities and procedures associated with lodging a complaint or grievance and the process of resolving these complaints and grievances. The College provides an environment in which complaints, grievances and appeals are attended to and resolved as quickly as possible.

The College abides by freedom of information and privacy principles, these include:

- Records of complaints and grievances being kept on student file for at least 5 years.

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- Students may request access to the records pertaining to the complaint/grievance.
- All complaints and grievances are kept in regulation with the Department of Higher Education and Training and is subject to an annual audit.
- Grievances are active for 30 days or until final resolution even if the student is no longer studying at SACAP.
- The procedures set out in this document do not replace or modify procedures or any other responsibilities, which may arise under other higher education provider policies or under statute or any other law.

Definitions

1. **Complaint:** A complaint is a concern expressed by a student that something is unsatisfactory or unacceptable. The subject of a complaint is normally an action, decision, or omission within the control or responsibility of the College that causes a student to feel they have been wronged. A complaint is often resolved informally or through mediation, though it may develop into a grievance if a resolution cannot be found.
2. **Grievance:** A grievance is a complaint that may result in disciplinary action against an educator, staff member, or another student. It may also be a complaint that has failed to reach a resolution after informal processes have been attempted.
3. **Appeal:** An appeal is defined as an urgent and serious request for a decision that has been taken to be changed, reconsidered or re-examined.

PLEASE NOTE: Students may not lodge a complaint, grievance or appeal if they have ignored their responsibilities as a student or deviated from SACAP's Code of Conduct or those standard policies and procedures as described in this handbook.

Student Complaints

The following process must be followed:

A student may lodge a complaint by:

1. Completing the complaint form on MYSACAP in full with a clear and concise outline of the complaint and the resolution sought as well as attach all copies of supporting documents of the complaint.
2. Submitting the completed complaint form to Student Services via email only.
3. The student must make an appointment to speak to Student Services to obtain advice and assistance with the complaint.
4. Student Services will present the complaint to the relevant authority.
5. Student Services will inform the student in writing of SACAP's recommendation within 10 working days of the complaint having been addressed in the meeting between Student Services and the Student. In some cases, the outcome may be the recommendation for a mediated meeting held between the complainant and respondent.
6. A record of the student's complaint and the outcome of the matter will be kept in the Student's Academic File.
7. If the student is dissatisfied with the outcome, the student may escalate the matter by completing the grievance process.

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Student Grievances

The following process must be followed:

A student may lodge a grievance by:

1. Completing the grievance form on MYSACAP in full. This should include details about the grievance under the following headings:
 - a. The Complainant(s): Person(s) who have escalated the complaint to grievance
 - b. The Respondent(s): Person(s) against whom a complaint is made
 - c. Summarise the grievance you have in point form
 - d. List the relevant dates and timelines pertaining to the grievance and the efforts already made to resolve the grievance under Point 2
 - e. Outline the resolution you seek, as well as attach all copies of supporting documents of the complaint, i.e. emails, letters, forms, etc.
2. Submit the completed grievance form to Student Services via email only.
3. Student Services will present the grievance to the relevant Head of Campus.
4. Grievances may result in:
 - a. Mediation between a staff member and/or student.
 - b. Disciplinary action against a staff member or student.
 - c. External arbitration whereby an independent arbitrator is nominated to investigate the grievance to seek resolution. The arbitrator will decide where the cost of arbitration lies.
5. The student will receive formal feedback about the investigation from Student Services.
6. If the student is dissatisfied with the formal feedback, they may appeal the decision.

Student Appeals

Each student has the right to appeal a decision that has been taken in relation to the outcome of a grievance procedure. The following guidelines should be adhered to:

1. A SACAP student is the only person who can lodge an appeal.
2. The student may lodge an appeal within 10 working days of receiving the grievance outcome.
3. The student must fill in the appeals form, providing motivation for the appeal.
4. Submit the completed appeals form to Student Services via email only.
5. Student Services will escalate the appeal to the Head of Campus (HoC).
6. The HoC will put together a panel of senior executive managers (depending on the nature and severity of the grievance) to investigate the appeal.
7. If an external independent arbitrator was appointed during the grievance process, a second external independent arbitrator may be nominated by the HoC to investigate the appeal.
8. The outcome regarding the appeal will be formally communicated to the student within fourteen (14) working days. This decision is final.
9. A record of the student's appeal and the outcome of the appeal will be kept on the student file.

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Assessment Appeals

Each student has the right to appeal an assessment decision (grade). This excludes grades for examinations. The student is the only person who can lodge an appeal. The following conditions are considered valid grounds for an assessment appeal:

- Grade not based on assessment marking criteria, as specified in the SACAP module outline.
- Unfair grade based on stated criteria and quality of work.
- Obvious bias affecting the assessment result (NB: This must be supported by specific evidence/instances).

Please note that the appeal outcome is final and will usually result in the original grade being replaced with the grade awarded by the alternative educator, which may be a lower grade.

A student may lodge an appeal by following the process described below:

- The student should first speak to the educator directly and attempt to resolve the dispute at this level.
- If the matter cannot be resolved at this level, the student may proceed with an assessment appeal.
- Students must lodge appeals within 10 working days of notification of the assessment decision. When lodging an assessment appeal, the student must complete the form and submit it together with proof of payment of the administration fee to Student Services.
- Student Services alerts the relevant authority of the appeal, who then conducts an investigation and makes a recommendation towards resolving the appeal.
- The outcome regarding the assessment appeal will be formally communicated to the student within 10 working days of the student submitting the appeal.
- An alternative educator will be appointed to re-grade the assessment and their grade will be considered final, irrespective of whether the grade is higher, lower or remains the same.
- Only one assessment appeal request may be lodged per assessment.

Please Note:

The Assessment Appeal Process **does not** apply to the following:

- Module engagement
- Examinations and open-book assessments
- Presentations, including but not limited to Honours Research Day and WIL oral presentations.

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SECTION 3: SACAP'S TEACHING AND LEARNING ENVIRONMENT

SACAP provides a secure and supportive environment for teaching and learning, an environment in which students are stimulated to reach a high level of academic achievement. The College is committed to the highest standards of academic integrity as well as professional and ethical conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the College has created.

Students are encouraged to access and read all College policies pertaining to their rights and responsibilities as students. Students are provided with comprehensive module information in the first week of the academic term for the modules in which they are enrolled.

Students may seek further clarification and confirmation with their educator/online module facilitator, the Heads of Teaching and Learning or the Head of Student Services should any questions or concerns arise at that time.

SACAP Campus Facilities and Resources

Access to equipment, resources, and support services

The College ensures that all equipment used by students is functional and safe, and that students have adequate access to such equipment to meet the requirements of their modules. The College ensures the provision of and access to adequate and current library/information resources and user support services to allow students to meet the requirements of their modules.

The College encourages students to access student support services for challenges that might arise in the areas of teaching, learning, and studying. Students in need of more personal support are advised to seek the services of a qualified and registered counsellor and/or other health professionals for any other mental health issues that may arise during their study period that could possibly influence study performance.

Campus Facilities

SACAP's provide the following supportive facilities on campus:

- Data projectors and computers are installed in each of the classrooms;
- Each campus has interview/consultation rooms available for student use;
- DVD players/recorders and audio-visual facilities are available for student role-plays and other recordings in each of the interview/consultation rooms;
- Each campus is fully air-conditioned;
- Each campus has a designated server room specially designed to host the computer server for the management of all stored data;
- Each campus has Wi-Fi facilities available for all students and educators;
- Each campus has computer workstations in the library available for student use.
- Each campus has a fully stocked library with all the relevant required and recommended readings for all of the modules making up the various programmes offered by SACAP as well as an extended offering of special interest texts and journals in the field of Applied Psychology and Applied Social Science.

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Computer, Internet, and Photocopier Facilities

Each library, at each of the campuses has a minimum of three desktops in the library exclusively for the use of students. Students can access online journals such as *Ebscohost* and *JStor* for the purpose of research and reference in aid of their coursework or programme of study.

SACAP offers a wireless internet facility for students who wish to access the internet from their own electronic devices. This is held on a separate network from the SACAP staff network and server. Each library has a copier and print facility that operates on a pay-as-you-go system. The photocopier is for students who wish to print in hard-copy from the desktops provided or copy of reference texts in the library. Photocopying fees apply.

Interview Rooms and Classrooms

All of SACAP's classrooms are fully equipped with audio-visual equipment and are connected to the internet. Interview rooms are also available on each campus and these rooms are fully equipped with the necessary audio-visual equipment to facilitate these processes.

Library and Resource Centre Policy

The SACAP College Library and Resource Centre is available to any student who wishes to use materials inside the library or through the digital library platforms. Almost all materials are available on open shelves for self-retrieval. Selected materials are kept in the reference section of the library and are not for loan. The library is a comfortable, user-friendly place where students are able to find information and study profitably. To gain the maximum benefit, students need to become familiar with the facilities and understand how to use them. There is a Librarian or Assistant Librarian on duty at all times during the day.

SACAP continues to upgrade and stock both its physical libraries and e-library with new and additional resources. SACAP has also made provision for a digital library through databases such as, namely: *EBSCO*, *JSTOR*, *SABINET* and *Open Educational Resources*. Further information and support documentation for the digital library is on [MySACAP](#).

Preference will be given to students over staff and educators, unless a particular resource (e.g. a DVD) is specifically needed for a class presentation.

SACAP Library Facilities

- **General books:** available for loan to students for 1 week or less
- **Reference books:** available for use in the library only to students during operational library hours
- **Textbooks:** available for use in the library only to students during operational library hours.
- **E-Books:** available for use via the EBSCOhost platform on MySACAP.
- **Digital Library:** Accessible through any mobile device on or off campus. The digital library includes EBSO, Jstor, Sabinet, and a selection of eBooks.
- **Journals:** available for use via MySACAP.
- **Computer terminals:** available to students via booking for 1-hour per session during operational library hours.
- **Photocopier:** available to students during operational library hours.
- **Study area:** available to students during operational library hours.

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- **Wi-Fi:** SACAP maintains a wireless LAN for use by staff and students within the premises for academic purposes.

General Library Rules

- Students must produce their student card whenever they wish to borrow from the library.
- All library books must be signed out by the Librarian or Assistant librarian on duty. Any book removed from the library without authorisation will be considered stolen.
- Students in possession of a laptop must have antivirus software installed on their computers in order to avoid the spread of viruses, and must regularly update this with the latest virus definition files.
- The library is a work and study area and therefore not an area for socialising.
- Sabinet login details are only available from the Librarian or Assistant Librarian on duty, either personally or telephonically.
- In cases of emergency, students must vacate the library at the direction of the Librarian or Assistant Librarian (e.g. fire; fire drill, etc.)
- Library hours are to be strictly adhered to. Librarians or Assistant Librarians will give student a reminder that the library will be closing 15 minutes prior to close so that students can log out of computers and/or borrow any books.
- Online students may make use of libraries where prior arrangement has been requested.

General Library Code of Conduct

- SACAP requires student co-operation to achieve an optimal learning environment, hence the following guidelines. These will be enforced and those who refuse to comply will be denied access to the facilities. The SACAP Student Code of Conduct, Wellness and Disciplinary Policy applies.
- Only SACAP students and educators may utilise the library facilities.
- Students are **not permitted to eat or drink** in the library. Only bottled water is allowed.
- A **quiet atmosphere** must be maintained in all areas of the library at all times.
- **No cell phone** conversations are allowed anywhere in the library. Cell phones must be switched off or put on silent mode.
- **No littering** is permitted in the library.
- The Librarian's computer, desk, and office area are out of bounds.
- Available books are those on the shelves.
- Books may not be physically marked
- All books removed from the library must be issued in the name of the student upon producing their student card.

Photocopying

- Students must ensure that they always have their student card present for printing.
- Students are responsible for purchasing copies. Credits can be purchased at reception and are charged per page.

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- Only A4 black and white prints are available
- No scanning facilities are available.

Borrowing and Returning Library Materials

- Students are allowed to borrow a maximum of **three books** at a time for **one week or less**.
- **DVDs** may be borrowed for a maximum of **2 days** (short-loan).
- Students may not borrow books on another student's account/student card.
- Students may renew books if no other student has requested them by presenting them to the librarian for re-issuing. If the student is unable to present the book to the librarian directly the student may:
 - Phone and renew the book
 - Request renewal of the book over email.
- Library materials may not be borrowed during holiday periods. The facilities remain available during mid-term breaks unless otherwise indicated, e.g. Easter holidays.
- All library books are the responsibility of the borrower until checked back in. The borrower will be held accountable for any damage found on a returned book, including but not limited to markings, highlighting or water damage.
- Books must be returned directly to the library staff member on duty. Where this is not done, and in cases where the book has gone missing, students are responsible for the replacement value of the book.

Digital Learning in SACAP's library

As described in the Student Code of Conduct in SACAP's Digital Learning Environment, we aim to provide a digitally rich learning environment that is forward thinking, innovative and enables student learning through technology. Devices such as laptops and tablets have become an increasing part of academic learning environments; these may be used in the library.

Digital technology includes computers, computer networks, connections to external computer networks, subscriptions to external computer services, web applications and social networks including, but not limited to, *MySACAP*, *SACAP's online teaching environment*, *SACAP Facebook* and *Instagram* pages and the *@SACAP Twitter* handle.

In addition:

- A student must produce their **student card** in order to make use of the computer terminal facilities.
- Students are required to **book a time slot** with the librarian to make use of a library computer. Computer sessions are limited to **1 hour at a time** to ensure fair availability to all students.
- Although SACAP's campus library PC's are installed with antivirus software, students must please keep their own personal devices virus-free.
- Students must save their work to their personal data storage device and not to a SACAP computer. Personal flash/hard drives must be uncorrupted and virus free. All student work saved to SACAP computers will be deleted periodically. SACAP will not be held responsible for any student work lost or plagiarised due to negligence on the part of the student.
- Students must ensure they have logged out of their own personal profiles/accounts once they

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have finished using a library-based PC.

- Violation of these rules will result in disciplinary action.

Reference Section and Study Areas

- General library books may be taken out of the library for use out of the library.
- If general library books are used in the library, the student must place these on the library book trolley after use.
- Reference books and textbooks are for use in the library only and may not be removed from the library itself.
- Students wanting to use textbooks must request these from the Librarian or Assistant Librarian on duty.
- Once the student has finished using a textbook, it must be returned directly to the librarian or Assistant Librarian on duty.

Overdue Fines, Lost, Damaged, and/or Stolen Library Materials

- Only the Librarian or Assistant Librarian may receive cash in lieu of fines.
- If the student does not return the library materials on the due date, a fine will be incurred.. Overdue fines are accumulated daily. The exact fee amount can be requested from the librarian.
- If students do not return the outstanding books by the end of the term in which the book was borrowed, the book will be regarded as lost and a replacement fee or the actual replacement cost of the library item will be charged for each lost item.
- In the event of a student losing a book, the student should alert the librarian. The librarian will provide the student with the replacement cost payable within one month of notification.
- Library materials that are returned in an unacceptable condition (e.g. broken book spines, missing covers/pages, torn covers/pages, written notes on pages, food or drink stains, water damage, etc.) are automatically declared damaged. The actual replacement cost will be charged for each damaged library item.
- Should the student wish to replace the lost/damaged item, it must be replaced within one month of the notification.
- All fines must be settled prior to the end of the current term.
- Students with outstanding fines will not be permitted to borrow any additional library items.
- In the event that a library resource is stolen from a campus-based library, the student in question will face charges of theft and subsequent disciplinary action.

Learning Materials

The College, through its promotional material and handbooks, publishes information about each of SACAP's programmes and the modules that make up that programme. This information outlines the aim and objectives of the programmes and modules, the mode of delivery (either face-to-face or online), the types of assessment procedures, and other requirements of the student.

Please Note: SACAP reserves the right to make module changes to any programme as deemed necessary. Students will be given adequate notice of any impending changes.

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Students enrolled in a particular programme can normally expect to complete this in the format described in official College publications at the time of their initial enrolment. Where changes to programmes or modules are made during the period of study, these will not disadvantage students.

Assessment criteria and procedures are consistent with published module outlines and assessment plans, programme objectives, and workload expectations.

All students studying at SACAP can be assured that the college is committed to the academic success of its students and believes it is important to assist students to develop a set of abilities throughout their studies that will promote academic success. Throughout the duration of one's studies, students can expect consistent, fair and helpful feedback on their academic work to be provided. Mechanisms exist for students to be made aware of their standard of performance and progress during the period of study. In order to comply with competencies required academic success at SACAP, where necessary, students may be guided or counselled and/or referred to the appropriate academic support services.

Formal assessments are returned and results made available as expeditiously as possible after their completion. Students have the opportunity to formally appeal their results through the Assessment Appeal Procedure described in The Student Handbook.

Study Materials

For each module, the following study materials are provided electronically:

- **A module outline:** every module has a fully detailed module outline that includes the module description, learning objectives, prescribed readings, session topics, and detailed assessment instructions for the module.
- **Prescribed textbook/readings and recommended readings:** In the absence of or in addition to a specific prescribed textbook(s), prescribed and recommended readings are provided. Furthermore, at the discretion of educators, students may be provided with additional reading and learning resources during the course of the module.
- The educator may also provide a variety of experiential activities to reinforce learning (such as role-plays, simulations, small group work, presentations, and audio-visual work).

Please Note:

- SACAP takes great care in selecting relevant and current literature and media content to support our learning materials. In some modules, external online links are provided for students to access these resources. Unfortunately, on occasion, these external links break down due to being changed or removed by the original media source, and as such, a link could be discontinued at any stage. SACAP cannot be held responsible for an external online resource no longer being available.
- Students will need to have *Adobe Acrobat Reader* software installed on their personal computers in order to utilize their online study materials. (<http://get.adobe.com/reader/>)

In addition to the above, the following is also provided to students studying in the online mode of delivery:

- Access to Introductory videos that provide an overview of weekly descriptions and key learning outcomes.
- Where applicable, the modules Power Point Presentations and study notes may be provided.

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Textbooks

A textbook forms part of the resources for the majority of modules. Students are required to purchase the prescribed textbook for the module to be studied.

Please Note: Publishers frequently bring out new editions of textbooks. SACAP has a two-year editions update policy, whereby the prescribed text named for a particular module will stay in use for a period of two years from the time of the module being offered (where possible). Availability of an older edition can be a problem for students, in which case we encourage students to purchase the newer edition and check their new edition against the older edition library copy for any adjustment in page numbers. Where possible SACAP endeavours to prescribe the latest textbook, however it is likely that students in one class may have an older/newer edition. The purchase of the prescribed module textbook is not included in the module price therefore students will need to pay extra for this.

MySACAP – Online Learning Management System

- For each module studied (regardless of mode of delivery), students receive their study materials online via MySACAP, SACAP's online learning management system (LMS), which enhances the classic classroom time and experience.
- MySACAP utilises the LMS called *Moodle* (Modular Object-Oriented Dynamic Learning Environment). Registered students receive a unique login to their own workspace online with access to each of the modules they are registered for in a given term.
- MySACAP offers students and educators tools to effectively manage the administration of their modules. As all study materials are available online through MySACAP, the student has far more control in how they manage and utilise their study material. Students can save the study material to their PC/Laptop/Tablet hard-drive to read directly from, or to print out.
- The MySACAP online workspace includes a calendar to remind students of important dates, i.e. assignment due dates. There is also a section for news and announcements to streamline communication between the College, students, and educators.
- Using MySACAP, students also have the ability to submit their assignments online. Educators can mark assignments online, and provide students with feedback online.
- MySACAP serves as a resource sharing and collaborative learning tool. Educators can provide students with additional resources for their learning experience such as additional recommended reading or links to websites and *YouTube* videos. As a collaborative learning tool it has an online discussion forum where students can post questions to their educators or to their fellow students.
- SACAP is aware that occasional technical issues can be frustrating and as such, we encourage students to download all material to the PCs/laptops as this facilitates access to material when systems are down.
- A MySACAP "Screen Casts" (i.e. pictograms) sheet has been drawn up to help students navigate MySACAP more effectively. This document is available on MySACAP.

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SECTION 4: THE PRINCIPLES, POLICIES, AND PROCEDURES OF ASSESSMENT

Assessment and Grading Policy

[Please see the Examination Policy for all those policies that specifically relate to examinations]

Assessment and grading in higher education serves a number of functions in relation to teaching and learning. Firstly, assessment and grading is a way to evaluate a student's learning and communicate to the educator and to the student whether the student has learned what they needed to learn and whether the student has achieved the desired learning outcomes. Secondly, assessment and grading communicates to the student how they are performing in terms of their understanding and where improvement is needed. Finally, assessment and grading also communicates to the educator how effective their teaching has been and whether adjustments need to be made to ensure effective learning for students.

Within each module of all academic programmes offered at SACAP, students engage in a range of learning activities for which they receive a grade (e.g. projects, essays, literature reviews, case studies, role-play activities, individual and group presentations), as described in the module outlines.

In the case of degree and postgraduate offerings, given the strong research bias of these programmes, an integrated assessment approach is utilised for certain modules within the programme in which a number of outcomes are assessed together, and where the student must demonstrate an achievement of multiple outcomes within the assessment task (e.g. The Research Project, and Research Thesis modules).

Module development

SACAP has developed modules for each programme with assessment requirements that address the overall aim and learning outcomes of each module. Module assessment schedules are designed to integrate theory with practice, to accentuate critical self-reflection, heighten self-assessment and provide learners with opportunities to make explicit the skills, knowledge and practices which were previously implicit. All assessment processes are continuous in nature and in line with an outcomes-based educational approach and training (OBET). In general, students are assessed on an on-going basis and in a variety of methods, both formative and summative.

SACAP ensures that assessments comply with the assessment guidelines included in the applicable nationally endorsed assessment requirements specified for all accredited courses. Students are provided with assessment outcomes at the outset of a given module and reviewed at the end of the module. In both instances the student is given feedback on their performance against competencies, and if not achieved, advised as to their future options including re-submission or re-assessment through the formal appeals process. Feedback is also given on where improvements can be made.

Formative Assessments

Formative assessment is an integral part of each module within each programme design, and exemplify one of the strengths of the teaching and learning approach at SACAP. Formative assessment measures can be both formal and informal. Students are provided with comprehensive feedback for all formative assessment tasks in order to become more effective learners, and with a view to improving student achievement and to guide their instruction. At the beginning of each module students and educators are each provided with a module outline that outlines for the students the expectations of the learning process and for the educators the benchmark criteria against which student work is to be assessed.

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Assessments may include a variety of media, such as audio or video recordings as well as written and oral proficiency.

Every assessment decision involves a professional judgement. SACAP bases such judgements on the following principles:

- A range of evidence is collected.
- A variety of assessment methods are used including self-assessment, on multiple occasions, in a variety of settings, against explicit and published benchmarks.
- Assessment will have a holistic (rather than atomised) focus.
- Evidence should be sufficient to make a judgement.
- Evidence should be consistent.
- Selection of evidence should take into account significance – critically and frequency.

SACAP has developed modules with assessment requirements that address a module's overall aim and learning outcomes. Module assessments are designed to integrate theory with practice, to accentuate critical self-reflection, heighten self-assessment and provide learners with opportunities to make explicit the skills, knowledge and practices which were previously implicit.

Formative Assessments are graded by means of SACAP's general Assessment Guide or against the specific criteria evident in the module outline where applicable. This assessment guidelines are provided to both educators and students, and identify all of the assessment components that are required.

Summative Assessments

Summative assessments represent the final assessment of module content within an academic programme, e.g. a final examination. Summative assessments reflect on all the key learning outcomes as set out in the module outline and addressed throughout the various sessions of study. Although mid-module tests do occur, they are primarily prepared as a formative tool of assessment in that they are a part of ongoing instruction that helps to modify the pace of learning. By contrast, summative assessments are given to students with a view to assessing their overall learning by addressing the key learning outcomes of a given module.

Qualities and Evaluation of Assessments

In line with the South African Qualifications Authority (SAQA), SACAP endeavours to ensure that all assessments that we conduct are:

- **Valid:** Elements of competencies and types of evidence are defined to ensure that all assessments are valid and are undertaken by qualified assessors.
- **Reliable:** Assessments are conducted using structured assessment processes to ensure consistency of approach.
- **Fair:** Our structured approach provides for a fair, objective assessment and also allows for educator and student feedback, and re-assessment if required.
- **Flexible:** Assessment processes can be adjusted to suit a student's special needs (e.g. concession requirements for physical impairments).

Assessment grades are recorded on MySACAP via the student's Grade Book. Educators are expected to provide students with comprehensive feedback on each assessment to assist in their ongoing learning and academic writing skills development.

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Students are provided with assessment results after the completion of each assessment and an overall module grade at the end of each module. In both instances, the student is given feedback on their performance against the key learning outcomes and competencies, and if not achieved, advised as to their options, including re-submission or re-evaluation processes.

SACAP endeavours to provide equitable assessments at all times. When planning assessments SACAP takes into account the diverse needs of our students, including remote learners, secondary-English speakers, and those with literacy and/or numeracy challenges. If any concerns arise, these are factored in to SACAP's assessment planning to ensure fair and equitable assessment practice.

Assessment Practice

Roles and Responsibilities

Educators:

- Are to ensure that assessments are graded within the required timeframe, usually within two weeks of the due date, unless otherwise indicated in the module outline.
- Are to provide constructive and comprehensive feedback to students on their assessments.
- Must upload all graded assessments onto MySACAP and complete the students' online gradebooks.
- Must inform Student Services of all instances of plagiarism and where students are struggling academically.

Students:

- Must be cognisant of all assessment requirements for each module as stipulated in the relevant module outline.
- Must upload their assessments by the specified due date.
- Should be aware of SACAP's assessment processes and policies.
- Must ensure that all assessments are submitted in Microsoft Word format adhering to the latest APA guidelines.
- Should an assessment be submitted in an incorrect format (i.e. not in MSWord or a corrupted file), a grade of zero will apply.

Preparing for assessments

At the start of each module, students are provided with a module outline that details the assessment requirements for that module. In consultation with their educator, students should ensure that they understand what is expected from them for each assessment, including their assessment due dates.

Unicheck

Unicheck allows for student written work to be uploaded and matched for similarity against content on the web and all SACAP assessments submitted to Unicheck. All final assessment submissions will automatically be checked for similarity and will generate a similarity report. A similarity report identifies the similarity of the source in an assessment and a percentage of the match.

The similarity report does not detect plagiarism. It merely highlights similarity within a comparative database. The similarity score serves as an indicator for further investigation and it will always be up to

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an educator or Student Services on the campus to determine if there has been plagiarism. If plagiarism is found it will be dealt with in accordance with SACAP's Plagiarism Policy.

SACAP recognises the use of Unicheck to support good academic writing practices, such as paraphrasing and citing sources. Therefore, all students are offered the opportunity to submit a draft of written work to Unicheck to check their own work and self-correct prior to final submission. A student is allowed to submit 10 drafts per a module.

Therefore, Unicheck is used to develop academic writing practices by allowing students to submit drafts of written work prior to final submission in order to self-correct and to check all final assessment submission for similarity against databases.

Video and Audio Recordings

Should an assessment require a video submission, students are required to upload the video file with their written assessment on MySACAP. All video file submissions must be compatible for viewing on all major devices.

Please note that if these recording requirements are not met your assessment will be marked as incomplete (fail).

In the event that a student experiences technical challenges in submitting their video file, the student needs to contact the relevant campus Student Services and/or administration team immediately for assistance.

SACAP provides recording facilities on campus for students to make use thereof. Students are asked to schedule their recording sessions in the diary at Reception.

Assessment Extensions

SACAP recognises that there are times when students may not be able to submit assessments by specified due dates due to extenuating circumstances. In these instances, students may request for an assessment extension. Assessment extension requests are granted at SACAP's discretion.

SACAP considers the following extenuating circumstances grounds for an assessment extension:

- **Medical Reasons** - In the instance where an unforeseen medical condition prevents the student from completing an assessment by the stipulated due date.
- **Family/Personal Reasons** - In the instance that unforeseen personal/family death/severe illness of an immediate family member (I.e. spouse/partner, parent, child, sibling) or legal guardian.
- **Employment Related Reasons** - Unforeseen employment challenges.

In the event that the assessment extension reason falls outside of this list, the student is advised to immediately consult with the relevant campus Student Services and/or Administration team for further guidance.

All assessment extension requests must be submitted three (3) consecutive days prior to the due date, along with relevant supporting documentation. It is not sufficient to provide only a personal statement outlining the extenuating circumstances. Statements made by parents/guardians, spouses/partners, immediate relatives, or close friends will not be considered as 'independent documentation' for these purposes. Supporting documentation could include, but is not limited to a death certificate, a medical certificate (stating the diagnosis and specific dates), or a letter from the student's employer's Human Resources Department (e.g. for specific work requirements or travel arrangements with dates and times).

SACAP reserves the right to contact anyone referenced in the supporting documentation.

No longer than a maximum period of 14 calendar days may be granted for assessment extensions.

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Process to be followed:

- All requests must be submitted to the relevant campus Student Services and/or Student Administration Department.
- Once documentation is received, students will be advised of the outcome via email. **Important: Students are to continue preparing their assessments while awaiting feedback on their extension request.**
- The educator will endeavour to grade your assignment as expediently as possible. The graded assessment will be returned via MySACAP and standard grading timeframes will apply.
- This policy applies to both contact and online students for all online activities and assessments.
- Please note: Should an assessment extension be granted, the extension due date is considered final and any assessment submitted thereafter will not be graded.

Tiered Penalties for Late Assessment Submission

A tiered approach looks at different levels (tiers) of penalties depending on the students' level of study. It is important to note:

- The degree of penalty is based the module's **NQF level** rather than the student's actual year of study.
- Every module outline indicates the module's particular NQF level.
- These penalties are not accumulative, but rather a fixed percentage that is applied depending on the day of lateness.
- Penalties apply to consecutive calendar days including weekends and public holidays.

NQF	Penalty applied	Programmes applicable
NQF 5 modules (e.g. First year modules of undergraduate studies)	<ul style="list-style-type: none"> • Assessment due date (0hr – 24hr): No penalty. • 1 day late (24hr – 48hr): 3% will be deducted • 2 days late (48hr – 72hr): 5% will be deducted • 3 days late (72hr – 96hr): 10% will be deducted • 4 days late (96hr – 120 hr): 15% will be deducted • 5 days late (120hr+): the assessment will not be marked and a grade of 0% will be applied 	<ul style="list-style-type: none"> • Higher Certificate in Counselling and Communication Skills • Diploma in Counselling and Communication • Bachelor of Psychology • Bachelor of Applied Social Science
NQF 6 modules (e.g. Second year modules of undergraduate studies)	<ul style="list-style-type: none"> • Assessment due date (0hr – 24hr): No penalty. • 1 day late (24hr – 48hr): 5% will be deducted 	<ul style="list-style-type: none"> • Advanced Certificate in Counselling and Communication Skills • Diploma in Counselling and Communication

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	<ul style="list-style-type: none"> • 2 days late (48hr – 72hr): 10% will be deducted • 3 days late (72hr – 96hr): 15% will be deducted • 4 days late (96hr – 120 hr): 20% will be deducted • 5 days late (120hr+): the assessment will not be marked and a grade of 0% will be applied 	<ul style="list-style-type: none"> • Bachelor of Psychology • Bachelor of Applied Social Science
NQF 7 modules (e.g. Third year modules of undergraduate studies)	<ul style="list-style-type: none"> • Assessment due date (0hr – 24hr): No penalty. • 1 day late (24hr – 48hr): 5% will be deducted • 2 days late (48hr – 72hr): 10% will be deducted • 3 days late (72hr – 96hr): 15% will be deducted • 4 days late (96hr – 120 hr): 20% will be deducted • 5 days late (120hr+): the assessment will not be marked and a grade of 0% will be applied 	<ul style="list-style-type: none"> • Bachelor of Psychology • Bachelor of Applied Social Science
NQF 8 modules <i>*Except the PGDC (See below)</i> (Postgraduate studies)	<ul style="list-style-type: none"> • Assessment due date (0hr – 24hr): No penalty. • 1 day late (24hr – 48hr): 5% will be deducted • 2 days late (48hr – 72hr): 10% will be deducted • 3 days late (72hr – 96hr): 15% will be deducted • 4 days late (96hr – 120 hr): 20% will be deducted • 5 days late (120hr+): the assessment will not be marked and a grade of 0% will be applied 	<ul style="list-style-type: none"> • Bachelor of Psychology (postgraduate fourth year) • Bachelor of Social Science Honours in Psychology • Bachelor of Social Science Honours in Psychology [BPsych Equivalent Programme]
NQF 9 modules <i>*And the PGDC (NQF 8)</i> (Postgraduate studies)	<ul style="list-style-type: none"> • No leniency given for lateness. • If a student knows that their assessment will be late, and an extension request is not applicable, the student must negotiate for extra time with both their educator and the Programme 	<ul style="list-style-type: none"> • Postgraduate Diploma in Coaching (NQF 8) • Master of Social Science in Community Mental Health Promotion (NQF 9)

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	<p>Coordinator prior to the assessment due date.</p> <ul style="list-style-type: none"> • The negotiated extra time may not exceed 4 consecutive calendar days. No penalty will be applied during this period. • Assessments submitted after the agreed to negotiated day will not be graded and will automatically receive a fail. • Any late assessments without an approved extension or negotiated extra time will automatically receive a fail. 	
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Re-submission of Formative Assessments (Not examinations)

Should a student fail to pass an assessment (excluding phased assessments, continuous assessments, forum discussions, and reflection journals), i.e. failure to meet satisfactory academic and competency standards, the educator may offer **one** opportunity for re-submission of that assessment provided the student receives a grade for the first assessment of between **35%-49%**.

Please note: Resubmissions are only permissible if a paper legitimately falls within the 35%-49% range. Grades below 35% will receive a fail. If the grade is only a fail due to late penalties, a resubmission is **not** warranted and the final grade stands.

- The student will receive feedback on the original assessment to clearly indicate why the assessment has not been passed and what needs to be addressed to reach a satisfactory academic and competency standard in order to pass.
- The educator will inform both the student and the relevant campus Student Services and/or Administration team that a resubmission has been offered and that they can submit the re-worked assessment onto MySACAP within one week (7 calendar days) after receiving their original grade.
- When a resubmission is offered, the student is required to leave the **original copy of the assessment on MySACAP and add the re-submission.**

Please note the following:

- Students are entitled to resubmit an assessment only **once**, i.e. they can resubmit a failed (reworked) assessment for marking on one occasion only.
- The final grade for all re-submissions (based on an original failed assessment) is either a **pass or fail (i.e. no more than 50% in general, and 60% for those specific modules where the minimum pass mark as stipulated as such)**. The re-submission mark will be regarded as the final mark for the assessment in question.
- Students are not permitted to request the re-submission of an assessment in order to gain a higher level grading.
- Students must **pay an administration fee** for every resubmitted assessment.

Please see the SACAP's Assessment Appeal Procedure in the instance a student chooses to appeal the outcome of an assessment.

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Repeated module assessments

In the instance a student fails a module and has to repeat it, they may not resubmit the same assessments they previously submitted the first time they attempted the module. Should a student submit an assessment that was previously submitted for grading, this will constitute self-plagiarism, and the SACAP Plagiarism Policy will then be applied.

Re-evaluation assessment prior to completing a programme

Please note: Not to be confused with a supplementary exam (see Examination policy) or assessment resubmission (see above).

When a student fails a **final module, with a grade of between 45-49%**, within their final term of a qualification (with the exception of the Work Integrated Learning modules), they may be offered the opportunity to write a summative re-evaluation assessment rather than repeat the entire module. Such a re-evaluation assessment (once-off) replaces all previous assessments for that module and gives the student an opportunity to pass the module with a maximum passing grade of 50%.

A re-evaluation assessment must be completed within a set time as determined by the relevant campus Student Services and/or Administration team. A student submitting a re-evaluation assessment will be required to pay a set fee for this assessment, and on completion will receive a pass/fail grade.

Repeating a module to improve a student's Grade Point Average (GPA)

Students wishing to improve their GPA must consult with the relevant campus Student Services and/or Administration team regarding their options to repeat modules in accordance with the following terms and conditions:

- **During a qualification:** For any repeated module within a qualification, both the original final grade and the repeated final grade for the module will reflect on the student's final qualification transcript.
- **After completing a qualification:** For a student who has already completed a qualification, but who wants to improve their grade for a particular module, they will be registered as a modular student and an additional supplemental transcript for the repeated module(s) will be provided in addition to their completed qualification transcript.
- In all cases, repeating a module will be subject to module availability, a qualification's maximum prescribed time, and class size limits.

Examination Policy

Summative Assessments

Summative assessments represent the final assessment of module content within an academic programme. A summative assessment primarily takes the form of an examination at the end of a module. Summative assessments evaluate student's understanding of all key learning outcomes as set out in the module outline and addressed throughout the various sessions of study. Although mid-module tests may occur, they are primarily prepared as a formative tool of assessment in that they are a part of ongoing instruction that helps to modify the pace of learning. By contrast, summative assessments are given to students with a view to assessing student achievement of targeted key learning objectives or learning goals over the whole learning cycle of a given module.

Written Examinations (Contact mode of delivery)

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Examinations are written in a number of modules throughout both academic and professional programmes.

Examination papers are stored in the Student Administration department and only released on the day of the assessment as follows:

- Examinations are disseminated to students with an invigilator present
- Students are required to strictly abide by the rules and regulations in this Examination Policy.
- The invigilator is responsible for collecting the examination question paper along with the students' answer sheets at the end of each examination.
- Should the invigilator not be the educator grading the examination papers, he/she must ensure that the written examinations are given to the student administrator on each campus. The student administrator must then give the written examination scripts to the module educator for grading.
- Students will receive their grades within two weeks of completing an examination.

Contact Student Code of Conduct during Examinations

- Students are responsible for bringing their own stationery. No borrowing and lending of stationery will be permitted.
- No electronic equipment will be allowed into the examination room. This includes but is not limited to, tablets, laptops, music/media players, smart watches, and cellular telephones. Students may bring a calculator as and when required.
- There is no food or eating allowed in the examination room.
- There is to be complete silence during an examination. This includes at the start and ending of an examination period. Students need to be made aware that talking will result in their examination scripts being removed.
- Students are to stay seated while writing the examination. Students are to put their hand up if they have a question. The invigilator will come to a student to answer any questions they may have.
- No explanation of the examination questions may be asked or given.
- Students may not leave the exam room within the **last 20 minutes** of the examination.
- Students may leave the examination room once they have handed in their examination paper, question paper, and any scrap paper to the invigilator.
- Cheating is strictly prohibited and will result in a zero grade and disciplinary action. Students caught cheating will be removed from the exam venue immediately and student services will be notified.
- No assistance may be given or received by another student during the examination.
- Students must stop writing as soon as the invigilator ends the examination.
- No student may keep the examination question paper.

Contact Student Examination Venues

The examinations will be written in one of the campus classrooms unless otherwise stipulated.

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Open-Book Assessments

Certain examinations will take the form of Open Book Assessments. These assessments are administered via MySACAP under examination conditions during the course of their studies. Open Book Assessments have time limits that are tightly controlled through MySACAP. The student will only have one opportunity to submit the assessment. Once the assessment has been submitted, the student is unable to retrieve their work again.

Students may be required to complete open-book assessments. As such, the following rules and conditions apply:

- Students must ensure that they have a stable internet connection for the full duration of an open-book assessment.
- Open-book assessments have tightly controlled time limits that are managed via MySACAP. As such, once the student has opened the assessment they must effectively utilise the allocated time provided to complete the assessment. Students are, therefore, advised to plan and manage their time efficiently during an open-book assessment to ensure that they have enough time to download, complete, and upload their work before the designated cut-off time.
- Extra time will be allocated before and after an open-book assessment to provide students with enough time to download and upload their work, i.e. an additional 5 minutes before the start, and 10 minutes at the end. The additional time provided is not for completion of the open-book assessment but for the submission of the open-book assessment.
- Students will only have one opportunity to submit an open-book assessment within the prescribed time limit determined by SACAP. Should the student exceed the time limit provided a grade of zero may be assigned.
- Once the open-book assessment has been submitted online, the student will not be able to retrieve it again.
- No student may seek outside assistance to complete an open-book assessment, e.g. from an educator or peer.
- Students may not discuss the content of an open-book assessment with others.
- No open-book assessment may be submitted after the submission cut-off time. Late assessments will not be accepted and/or graded.
- No open-book assessment may be submitted via email or hardcopy. Assessments submitted in these formats will not be accepted and/or graded.
- Answers that have been copy and pasted will not be accepted and/or graded, e.g. answers taken from the internet, another document, and/or media platform. All answers should be written in the student's own words.

Examination Grading

- Graded examination scripts **will not** be returned to students.
- Students **will not** be allowed to see their graded examination scripts. The reasons for this are as follows:
 - All exams are graded using a standardised answer sheet (memorandum).
 - Educators do not engage in corrective marking or provide feedback on summative assessments.
 - The grade provided by an educator is regarded as final.

** Please Note: At any point in time the latest policy will apply in any given situation.*

Special Exams - Concessions

There are two types of concession applications:

1. Based on medical condition(s), which significantly compromise the student's ability to write a test or examination under normal conditions.
2. Based on barriers to learning, such as significant chronic physical and learning disabilities, which compromise the student's test or examination performance, e.g. dyslexia, cerebral palsy, blindness, deafness.

The Application Process for a concession:

i. Existing and Valid Concession Report

A student with an existing concession assessment or medical report conducted by an experienced, suitable qualified professional (e.g. an Educational Psychologist or Medical Practitioner) needs to submit this report to the Head of Student Services at the beginning of term.

SACAP reserves the right to request an updated concession assessment report provided by a relevant mental or medical health professional and submitted to the Head of Student Services.

ii. New Concession Report Application

- A mental or medical health professional will generate a concession report and make recommendations based on which concession(s) the student qualifies for.
- Students must submit concession reports to Head of Student Services and complete an application form for a concession at the beginning of term.
- The Head of Student Services will forward the concession assessment report and application to the Academic Department who will make the final decision to grant the concession.
- The final decision made by the Academic and Student Services departments is binding.
- Student Services will inform the student in writing if the concession is granted or declined by the Academic Department.
- The Academic Department will inform the educator(s) of the concession conditions, related to the specific student.
- The student may appeal the decision made by the Academic Department.

Examination Conditions for a Student with a Disability

- Students will be allowed to use their own laptops only in cases where a special programme has been loaded to compensate for the impairment, for example, Visual impairment and/or Physical disability. The laptop must be checked by SACAP. The internet connection may be disabled.
- There will be strict supervision for examinations where a computer is used.
- SACAP can provide a clean USB stick for student use where necessary.
- Oral examination with recording and/or scribe facilities may be made available as an alternative option.
- Students with a disability will be allowed additional time to complete the examination, dependent on the condition, i.e. extra 15 minutes per hour of the exam.

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- Scribes/readers: In the situation where a scribe/reader is required to assist a student during an exam, the following applies:
 - A trained scribe/reader must be arranged by and paid for by SACAP.
 - The scribe/reader must sign off on the examination.

Deferred Examinations under Special Circumstances

A student's application to write an examination outside of the term's published examination timetable due to a **medical and/or other emergency** must be submitted with written motivation and relevant supporting documentation **prior** to the examination date as published on the examination timetable.

All rescheduled sittings for examinations will be administered and supervised by Student Administration.

Procedure:

Students must submit a formal written request to the campus Student Administration Office.

The student will be informed via email by the Student Administration Office whether the request has been granted or denied.

Summary of reasons why a student may apply for writing an examination outside of the published examination timetable:

- **Emergency travel arrangements:** For unavoidable travel arrangements only in cases of emergency, i.e. death, severe illness in the immediate family, or work.
- **Illness:** For a medical emergency, or severe illness. A medical certificate is required. In the case of a planned medical procedure, students are required to inform Student Administration at least one month in advance of the examination date.
- **Pregnancy:** In the case that the new-born's arrival date conflicts with the published examination schedule. A medical certificate is required. In the case of a planned caesarean, students are required to inform Student Administration at least one month in advance of the examination date.
- **Disability:** see above.

Supplementary Exams

Please note: This only applies to modules that have examinations. This is not to be confused with a re-evaluation assessment or assessment resubmission (see Assessment Policy).

- Where an overall module grade falls within 45% – 49%, a supplementary exam may be granted. A student receiving this grade has the option to write a supplementary exam.
- Students who pass the supplementary exam will receive a maximum grade of 50% for the supplementary exam. This grade will be the new overall module grade.
- Supplementary examinations will be written within the supplementary exam week of the following term.
- The format of the paper will be of a similar nature to the original examination.
- The supplementary exam will be a full summative evaluation of the module content (i.e. it will cover the learning outcomes of the module).
- Invigilation for the supplementary to be arranged by SACAP.

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- It is the student's responsibility to consult MySACAP regarding their supplementary exam timetable, and to contact Student Administration should they have any queries. SACAP will not be held responsible for those students who are not aware of their scheduled supplementary exam(s).
- Supplementary examination fees will apply and be added to the student's account.

Late Arrival for Examinations

Written Examinations:

A student who arrives more than **20 minutes late** for a final written examination or supplementary examination, and does not inform the Student Administrator/Head of Student Services with valid reasons for their lateness, will automatically fail the examination and may have to repeat the module.

Oral Presentation Examinations:

A student who arrives more than **10 minutes late** for their final oral presentation, and does not inform the WIL Coordinator/Programme Coordinator and/or Student Administrator/Head of Student Services with valid reasons for their lateness, will automatically fail the oral examination.

Examination Absenteeism

It is imperative that students are present for their examinations. In the event of unavoidable absenteeism (e.g. sudden illness/accident, death in his/her immediate family), the student or a relative must inform SACAP immediately prior to the examination, and should follow up with a written motivation letter to the Head of Student Services within a week explaining their absenteeism and provide a doctor's certificate where necessary.

If a student does not attend an examination and does not inform the Student Administrator/Head of Student Services of the reasons for their absenteeism, the student will automatically fail the examination and may have to repeat the module. In such an event, the student may be required to meet with the Head of Student Services to explain the circumstances of their non-attendance.

Cheating

Cheating in an examination is contrary to the College's Student Code of Conduct and Code of Ethics. Students caught cheating will be given a zero for the examination and disciplinary action will be taken.

The College Grading System

Educators are required to make formal assessment decisions and communicate such decisions to students in consultation with the Student Administrator within two weeks of the formal assessment event or task. Contact educators complete an attendance register for each module taught during a term. This is done on MySACAP each week during the class session. All assessments, assessment grades and class participation grades are to be submitted via MySACAP.

MySACAP calculates the overall module grade for each student. The Student Administrator downloads the marks and grades for assessments completed; the results are checked and entered into a student management system. Students are then informed that grades are published, but still subject to the moderation process. Once the moderation process is complete students are informed that their grades are final.

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A module generally involves at least two formal assessments. Each assessment carries a percentage weighting of the total mark. Each assessment is generally accompanied by an attachment with specific guidelines to assist students in the development or presentation of an assessment. These guidelines are intended to assist students to meet the assessment standards and learning outcomes.

For their overall academic performance in a module, students are awarded a grading of:

- Excellent (A),
- Above Average (B),
- Average (C),
- Below Average (D),
- Unacceptable (F),
- Re-evaluation (RE), or
- Incomplete (IC)

Likewise, this also applies to a student's performance in a specific assessment event or task. In order to obtain a pass in a module, students must obtain a minimum of a D in each of the assessments of a module.

Grades are determined according to the allocation of marks per assessment. Each assessment carries a percentage of the total mark. Educators mark each assessment and then determine the grade for that assessment. Students receive a grade for each assessment submitted. Grades are published on MySACAP, on a user's profile, once the process of moderation has been completed. Academic Transcripts are available for collection from the Student Administration, for a fee (refer to relevant form). **Should there be a balance outstanding on a student's account; a transcript will not be provided.**

Grading Formal Assessments

Please note that educators need to be mindful that they will be required to adhere to standardised marking practices. All papers are open to moderation at any time and will adhere to these required academic standards. However, SACAP will show sensitivity and respect to educators and students at all times, for example due to the confidential nature of some module assessments discretion will be shown where needed.

There are common learning objectives students should demonstrate:

- Factual knowledge about the subject,
- An awareness of existing criticisms of the knowledge and theory,
- The ability to critically reflect and articulate their own thoughts and opinions, and
- The ability to concisely synthesize these theoretical aspects together with practice.

The General Assessment Marking Guidelines for formal assessments and for participation grading is to be applied to all assessments, unless an assessment has a specific marking rubric in the module outline.

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General Assessment Grading Guidelines

Mark Range	Description of Grading Categories
A 75% and above	Excellent <ul style="list-style-type: none"> Represents a high level of information gained, ability to use methodology, ability to communicate and evidence of originality. Understanding: Thorough understanding demonstrated with an insightful and creative analysis. Selection and Coverage: Comprehensive range of relevant evidence/sources used, demonstrating independent study and extensive reading and evaluation. Structure: Clear, flowing, integrated and focused. General: <ul style="list-style-type: none"> 90+: creative and sophisticated 80+: striking insight demonstrated 75+: excellent in all areas and displaying originality
B 70% – 74%	Above Average <ul style="list-style-type: none"> Represents an above average grasp of the information and methodology, ability to communicate and evidence of originality. Understanding: Good understanding of all key issues and wider implications with a convincing analysis. Selection and Coverage: Breadth in evidence/sources used without any major omissions, evidence of extended reading and evaluation. Structure: Coherent and logical. General: Excellent in some areas or of high quality in all.
C 60% – 69%	Average <ul style="list-style-type: none"> Represents acceptable work, but tends to be mechanical and lacking in originality and depth. It may reflect a lack of concern to excel or an inability to demonstrate insight into the material studied. Understanding: Sound understanding of basic principles and main issues with some evidence of analysis or synthesis. Selection and Coverage: Appropriate material but little evidence of extended reading and evaluation. Structure: Clearly presented but little development. General: Low quality in at least one area.
D 50% – 59%	Below Average <ul style="list-style-type: none"> Represents unsatisfactory achievement in all areas but is passable. Understanding: General knowledge demonstrated but analysis limited in depth and breadth. Selection and Coverage: Skeletal coverage of basic material with nominal evaluation.

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	<ul style="list-style-type: none"> • Structure: Adequately presented and generally logical. • General: Superficial and of low quality in a number of areas.
F Below 50%	Unacceptable <ul style="list-style-type: none"> • Represents work that fails to meet the requirements of the course. • Understanding: Key issues are not identified, poor analysis or none. • Selection and Coverage: Inaccuracies or omissions in information, inappropriate material, very nominal to no evaluation. • Structure: Argument sketchy, loose ends, disorganized. • General: <ul style="list-style-type: none"> ○ 40-49: some knowledge but poorly presented ○ 30-39: answered only in part and flawed ○ 20-29: deeply flawed or unacceptably brief ○ 20: irrelevant or unintelligible

The following are only applicable to the final overall mark for a module:

Mark Range	Description of Grading Categories
RE 45%-49%	Re-evaluation Only applicable for those modules that include an examination. This is only applicable based on the final overall mark for a module. A student receiving this grade has the option to sit a third assessment based on the overall module material in an effort to improve the overall final grade. Students who pass the assessment will receive 50% for the module.
IC	Incomplete Refers to a variety of circumstances that are currently affecting the recording of marks against the specified assessment criteria in a module or unit of study.

“Incomplete” Modules

Students who do not satisfy the requirements for a credential are required to discuss their situation with the educator and Student Administrator/Online Mentor within **10 working days** of the published result.

Where a grading of Fail, Re-evaluation, or Incomplete is made, the student will be given the opportunity to:

- Negotiate a Study Plan with the Student Administrator.
- Appeal via the completion of the Assessment Appeal Form.

If the student does not appeal their incomplete module within 10 working days of the published result, the grading of Fail, Re-evaluation, or Incomplete will remain until such time that the student chooses to redo the module and the assessment requirements in order to pass.

Should a student fail to meet satisfactory competency standards in a module, and if every effort has been made to assist a student in this objective, then the student is required to meet with the Head of Student Services/Online Mentor. The student will be required to redo the module and meet the cost associated with this.

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Module Engagement

The platform for engagement in a module's sessions provides students with an opportunity to discuss the content, share their understanding of the content, and to ask relevant questions to facilitate deeper learning. Module engagement provides the student with an opportunity to earn grades based on the degree of, and quality of their engagement with the module material and activities assigned by their educator.

Educators assess student engagement throughout the course of their modules. A student's engagement will be evaluated based on the criteria made explicit in the engagement rubric (found in the module outline) and will contribute 20% to the overall grade for the module. The criteria comprise of peer interaction, the quality of comments, preparation, session contributions, and the student's attitude within the learning environment.

Publishing of Module Results

At the end of each academic trimester, the relevant campus Student Administration Department publishes a list of class results by module. Provisional and final grades will be released via MySACAP. A general communication via MySACAP will be sent to all current students indicating that the moderation process is concluded and final grades are released.

Rules of Academic Progression Policy

The Higher Education Qualifications Sub-Framework (HEQSF) is designed to facilitate vertical, horizontal, and diagonal progression. SACAP recognises the need for having processes in place to promote early detection of students who are making unsatisfactory progress and are, therefore, at risk of failing to complete their qualification within the planned period of study.

The following procedure is designed to identify students who are at risk and may need assistance through intervention strategies:

- To progress within the Diploma in Counselling and Communication, the Bachelor of Applied Social Science or Bachelor of Psychology programmes, students have to successfully complete a minimum of 80% of the credit value for a given year. This includes the completion of the Academic Literacy module within the first academic year of study.
- A student may not fail the same module more than twice within an academic year. Should the student exceeds this number, the student may be placed on academic probation or asked to suspend their studies. This is reviewed on a case by case basis.

Academic Probation:

Academic Probation is a developmental process including intervention, monitoring and reviewing a student's progress with the aim of improving the student's academic standing. The onus remains on the students to take responsibility for their own learning and using the resources made available to them.

Academic probation may include, but is not limited to,

- Probation for a specified period.
- Professional referral and assessment
- Compulsory academic counselling and workshop attendance
- Adjustment of study plan and workload

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- Other conditions may accompany the above.

A student could be placed on probation for an academic term in the event of the following:

- Failed two or more modules in the same term
- Failure in the same module twice in the academic programme
- 3 Incomplete grades due to non-submission of assessments across the programme of study

In the event of the above occurring, the following procedure will take place:

- The student will receive a formal written notification that they have not maintained satisfactory academic progress and have been assigned probationary status
- The student will be requested to meet with the Student Services Department to discuss the probation process and conditions.
- Once the probation period has passed, a second meeting will be held with the student and Student Services Department to review progression.
- Failure to adhere to the conditions of probation can result in suspension of studies.
- Should the student wish to appeal this decision, the formal procedure must be followed as outlined in the Student Complaints, Grievances and Appeals Policy.

Completion of a Programme:

In order to graduate students are required to complete the prescribed modules including all pre- and co-requirements, assessments and attendance requirements within the prescribed maximum period of study (based on the specific programme of study) and students are required to have met any conditions associated with their initial registration.

- A student who fails to complete the requirements for the Diploma in Counselling and Communication, the Bachelor of Applied Social Sciences or Bachelor of Psychology programmes may not be awarded an early exit qualification.
- Should a student wish to deregister from their original qualification, they may be considered to apply for another cognate qualification. In these instances, students may apply for credit transfer of those modules that have the same credit value, NQF level, and content in the new qualification, as long as they comply with the rules of the CAT policy and any credits awarded do not exceed 50% of the new qualification.
- Students' study plans may vary within a given academic year due to term class allocation requirements. However, students **may not deviate** from the prerequisite module sequence within individual programmes.

List of Prerequisite/Co-requisite modules per programme

Higher Certificate in Counselling and Communication Skills

Introduction to Basic Counselling Skills	Prerequisite for Developing Enhanced Counselling Skills
Effective Communication Skills	Prerequisite for The Skilled Communicator

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Diploma in Counselling and Communication

Introduction to Psychology A	Prerequisite for Introduction to Psychology B
Counselling Modalities 1	Prerequisite for Counselling Modalities 2
Fundamentals of a Helping Relationship	Prerequisite for Counselling Skills and Process Development
Developmental Psychology A	Prerequisite for Developmental Psychology B
Successful completion of all first year (NQF 5) modules and all second year (NQF 6) modules except the elective modules, Crisis and Trauma, Self-Esteem and Motivation, and Community Psychology which take place either concurrently/after WIL Part 1	Prerequisite for Work Integrated Learning Part 1 (Preparatory Workshops)
Work Integrated Learning Part 1	Prerequisite for Work Integrated Learning Part 2 (Placement)

Advanced Certificate in Counselling and Communication Skills

Successful completion of all modules except the elective modules, Crisis and Trauma, Self-Esteem and Motivation, and Community Psychology which take place either concurrently/after WIL Part 1	Prerequisite for Work Integrated Learning Part 1 (Preparatory Workshops)
Work Integrated Learning Part 1	Prerequisite for Work Integrated Learning Part 2 (Placement)

BAppSocSci: Psychology specific modules

Introduction to Psychology A	Prerequisite for Introduction to Psychology B
Counselling Modalities 1	Prerequisite for Counselling Modalities 2
Developmental Psychology A	Prerequisite for Developmental Psychology B
Statistics for the Social Sciences	Prerequisite for Applied Research Methodology
Applied Research Methodology	Prerequisite for Research Report

BAppSocSci: Counselling specific modules

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Fundamentals of a Helping Relationship	Prerequisite for Counselling Skills and Process Development
Successful completion of all first (NQF 5) and second (NQF 6) year modules.	Prerequisite for Work Integrated Learning Part 1 (Preparatory Workshops)
Work Integrated Learning Part 1	Prerequisite for Work Integrated Learning Part 2 (Placement)

BAppSocSci: Human Resource Management specific modules

Human Resource Management 1	Prerequisite for Human Resource Management 2
Human Resource Management 2	Prerequisite for Human Resource Management 3
Business Management 1	Prerequisite for Business Management 2
Employee Relations Management 1	Prerequisite for Employee Relations Management 2
Learning and Development	Co-requisite for Organisation Development 1
Organisation Development 1	Prerequisite for Organisation Development 2
The successful completion of all the above HRM specific modules except for Organisation Development 2, Human Resource 3, and Employee Relations Management 2 which take place concurrently with WIL.	Prerequisite for Work Integrated Learning (Part 1 and 2)

BAppSocSci: Business Management specific modules

Business Management Philosophy and Concepts	Prerequisite for Corporate Governance, Ethics and Citizenship in Business Management
Human Resource Management Fundamentals	Co-requisite for Business Management Philosophy and Concepts
Entrepreneurship and Business Innovation	Co-requisite for Business Management Philosophy and Concepts
Corporate Governance, Ethics and Citizenship in Business Management	Prerequisite for Strategy
Accounting and Finance Fundamentals in Business Management	Prerequisite for Financial Management
Successful completion of all the modules (except Marketing, Strategy, and Financial Management, which happens simultaneously or after WIL)	Prerequisite for Work Integrated Learning (Part 1 and 2)

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Bachelor of Psychology

Introduction to Psychology A	Prerequisite for Introduction to Psychology B
Counselling Modalities 1	Prerequisite for Counselling Modalities 2
Fundamentals of a Helping Relationship	Prerequisite for Counselling Skills and Process Development
Developmental Psychology A	Prerequisite for Developmental Psychology B
Introduction to Psychometric Assessment	Prerequisite for Psychometric Assessment and Interpretation in Practice
Psychometric Assessment and Interpretation in Practice	Prerequisite for Advanced Psychometric Assessment and Interpretation in Practice
Statistics for the Social Sciences	Prerequisite for Applied Research Methodology for the RC
Applied Research Methodology for the RC	Prerequisite for Research Thesis
Successful completion of all modules in the first and second academic years of the programme.	Prerequisite for the Practicum

Postgraduate Diploma in Coaching

Applied Psychology in Coaching, and Coaching Foundations, Relationship and Communication Skills	Prerequisites for Applying Principles of Adult Learning and Change in Coaching
Applying Principles of Adult Learning and Change in Coaching	Prerequisite for Facilitating Learning and Results in Coaching
Facilitating Learning and Results in Coaching	Prerequisite for Ethics, Values and Diversity in Coaching
Ethics, Values and Diversity in Coaching	Prerequisite for Coaching Models, Methods and Tools
Coaching Models, Methods and Tools	Prerequisite for Building your Coaching Model
Building your Coaching Model	Prerequisite for Practitioner Research Methods in Coaching
Practitioner Research Methods in Coaching	Prerequisite for Client Coaching Internship
Client Coaching Internship	Co-requisite for Coaching Practitioner Research Paper

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BSocSci Honours (Psychology) / BPsych Equivalent

Research Methodology	Prerequisite for Research Thesis
BPsych Equivalent modules only	
Psychometric Assessment for the RC	Prerequisite for Psychometric Practice

MSocSci (Community Mental Health)

Theory and Practice of Community-Based Participatory Action Research	Prerequisite for Mini-Dissertation
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Student Class Attendance Policy

The Department of Higher Education and Training (DHET) recognises the positive correlation between class attendance and both student retention and achievement. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement in the course.

SACAP prides itself on the quality of its teaching and learning and the unique educational philosophy that sets us apart from other institutions. Attendance is a critical component of our educational philosophy and facilitative learning style, which facilitates the acquisition of knowledge as well as the application of skills through the engagement in our teaching and learning environment.

Students who arrive late have an impact not just on their own learning but also on the progress of the rest of the class. SACAP, therefore, sets high expectations of attendance and punctuality in the teaching and learning environment. Absenteeism not only will compromise the student and peers experience, but also the class dynamic, which is critical to SACAP's facilitative learning style.

A. Minimum requirements for Attendance at SACAP

1. SACAP encourages full attendance for all modules. The minimum requirement is 80% attendance in a module, e.g. 8 out of 10 classes.
2. The following modules being the **exception**:
 - Bachelor of Social Science Honours research thesis workshops (all sessions compulsory)
 - Master of Social Science 10-week modules, workshops, and 4-day intensives (all sessions compulsory)
 - Individual and group mentor coaching (PGDC) (all sessions compulsory)
 - Observed coaching sessions (PGDC) (all sessions compulsory)
 - Coaching intensive modules (all sessions compulsory)
 - Work Integrated Learning Part 1 - Preparatory Workshops (minimum of 9 out of 10 workshops required)
3. SACAP also requires that contact (face-to-face) students attend class for the full duration of the class. Students **arriving more than 15 min late or who leave more than 15 min early**, will be regarded as **absent** for that class on the basis of lateness.

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4. Online student engagement is monitored and tracked. After two weeks of non-engagement, the educator will complete a student tracking form and submit to the Online Mentors to follow up with the student.
5. Students who have not met the minimum requirements described in point 1 will fail the module and the module will have to be repeated at the full module cost.
6. Students who have not met the minimum requirements for attendance as described in point 1 and 2 above, may request leniency by following the process described in Section C (Conditions for requesting leniency).

B. Recording Student Class Attendance

Class Attendance

Process for recording class attendance:

- Attendance registers are **completed by the educator** on SACAP's Learning Management System (LMS) on **MySACAP**.
- Educators are required to log into their MySACAP account during class time to record attendance.
- It is the responsibility of the student to keep track of their module attendance by viewing the online attendance sheet.
- If the student has a query concerning the attendance register not being marked accurately, it is the responsibility of **the student to follow up with the educator within 10 working days** of the class. Class attendance may not be queried after the commencement of the next term.
- If a student's name is not on the class attendance list, the educator must direct the student to Student Administration immediately.
- If a student whose name is on the class list has not attended Week 1, educators are asked to notify Student Administration.

C. Conditions for Requesting Leniency

Students who have not met minimum requirements for attendance as described above can request leniency from the Student Services Department. Each decision is assessed on a case-by-case basis.

- Leniency will not be considered if the relevant supporting documentation has not been provided.
- Documentation supporting the absence of either of the first two missed classes of a module cannot be considered in a leniency request, because these fall within the accepted parameters for absenteeism.
- Leniency may only be considered on the third missed class of a module.
- If four or more classes are missed, leniency will not be considered regardless of whether supporting documentation can be provided. In cases where four or more classes have been missed the student should consult with Student Services regarding SACAP's deferral policy.
- The decision to grant leniency is at the discretion of SACAP and any decision made is final.

Process for Requesting Leniency:

For leniency to be considered by SACAP, the student has to follow the following process:

- Documentation supporting a leniency request for the third missed class must be provided to

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Student Services.

- All supporting documentation needs to be provided within 10 working days of the third missed class.
- The mitigating circumstances considered for leniency include, but are not limited to the following:
 - religious holidays
 - emergency medical procedure
 - ill health
 - unforeseen immediate family emergencies
- Vacations and work commitments are not seen as a valid reason for class absenteeism.
- Student Services communicates the outcome of the request to the student within 10 working days of receiving the leniency request.

Academic Integrity Policy

The purpose of the Academic Integrity Policy is to establish a framework within which to deter, prevent and deal with plagiarism consistently across the face-to-face and on-line campuses of the South African College of Applied Psychology (SACAP).

Plagiarism is a serious form of academic dishonesty. It is academic misconduct for which a student may be disciplined in terms of SACAP's disciplinary code.

SACAP requires students to act with integrity and to take responsibility for the production and presentation of academic work.

Scope of Policy

To achieve academic integrity, the plagiarism prevention policy includes the following:

- a. Definition of plagiarism,
- b. Informative, educative and preventive mechanisms
- c. Outcomes of plagiarism detection

A. Definition of Plagiarism

In an academic setting plagiarism is the deliberate use of someone else's work, hard-copy or electronic, which is not common knowledge, without acknowledging its source. This includes but is not limited to:

- words
- images
- ideas
- opinions
- discoveries
- artwork
- music
- designs

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A key notion of plagiarism is the intention to deceive and the following are examples of plagiarism:

- Direct copying without crediting the source.
- Translating without crediting the source.
- Paraphrasing someone else's work and passing it off as your own.
- Piecing together sections of the work of others into a new whole and passing it off as your own
- Knowingly allowing another student to copy one's work.
- Resubmitting one's own or other's previously graded work.
- Collusion (unauthorised collaboration, presenting work as one's own independent work, when it has been produced in whole or in part in collusion with other people).
- Copying the work of other students with or without their knowledge and presenting it as your own.
- Ghost-writing, or contract cheating – making use of professional agencies in the production of your work or submit material that has been written on your behalf.
- In group work, even if the components of the assessment are divided, each member of the group is equally responsible for the final assessment submission. Therefore, if there is plagiarism in the final submission, all group members share responsibility.

In order to avoid being accused of plagiarism students must ensure that they make every effort to acknowledge sources fully and appropriately through citations and references according to the *Publication Manual of the American Psychological Association*.

- Only hand in one's own work. Indicate precisely and accurately when you have used information provided by someone else, i.e. referencing must be done in accordance with APA.
- Ensure it is clear to the reader from where information is sourced
- Paraphrase the words and ideas of others
- Directly quote the word and ideas of others

SACAP's Academic Integrity Policy aligns with the *Publication Manual of the American Psychological Association* (7th ed.) (2020) which states that:

Although many cases of plagiarism are straightforward (e.g., passages of text copied from another source without attribution), other cases are more challenging to evaluate. Usually, using incorrect citations (e.g., misspelling an author's name, forgetting or mistyping an element in a reference list entry, or citing a source in the text that does not have a corresponding reference list entry) is not considered plagiarism if the error is minor and attributable to an editorial oversight rather than an intentional attempt to steal someone's ideas or obfuscate the origin of the information. (p. 255)

Therefore, such instances will be classified as poor academic writing and will result in a deduction on the final grade for the assessment.

B. Mechanisms in place to prevent plagiarism

As an educational institution, the focus is on teaching and learning. There are a number of mechanisms in place to prepare students for academic success. This includes modules in the curriculum on academic and digital literacy, as well as workshops on academic writing and a peer-assisted learning programme.

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Furthermore, all assessments are submitted through Unicheck originality detector. All students are able to submit a draft of their assessment through Unicheck prior to final submission in order to self-check and self-correct any instances of similarity.

C. Outcomes Of Academic Misconduct

If a student carelessly or inadequately cites their sources the educator will provide feedback and the student will be penalised in terms of the grade awarded for the assessment. The student will receive a warning and will be required to attend academic counselling.

If a student commits plagiarism the educator will note plagiarism on the student's assessments. Feedback will be provided on the submission, identifying areas construed as plagiarism. This feedback will be uploaded onto MySACAP and no grade will be assigned. The educator will communicate that an outcome will be provided by SACAP. Once the Student Administration/Services department has been alerted, they will investigate and consult the Academic Department before communicating an outcome.

Although plagiarism is seen as academic dishonesty, the College aims to work developmentally with students when applying penalties. Students in their first term of study may have numerous notes of plagiarism. These will all be considered first offences and the same penalty will apply. Students moving from a completed qualification into a new qualification will not be considered first-year students.

Outcomes of Academic Misconduct	
Poor academic writing	
If a student carelessly or inadequately cites their sources the educator will provide feedback and the student will be penalised in terms of the grade awarded for the assessment. If more than 50% of the sources are carelessly and inadequately cited the educator will deduct 10% from the final grade for the assessment and the student will receive a warning and will be required to attend academic counselling.	
1st year students	
1st incident	The student will be provided with the opportunity to resubmit their assessment for a maximum of 50%. This is on the condition that the student attends academic counselling. A period of 10 calendar days will be allocated for the resubmission of the assessment. Should a student choose not to resubmit, a grade of 0% will be awarded.
2nd incident	The student will be provided with the opportunity to resubmit their assessment for a maximum of 50%. This is on the condition that the student attends academic counselling. A period of 10 calendar days will be allocated for the resubmission of the assessment. Should a student choose not to resubmit, a grade of 0% will be awarded. The student will receive a written warning which will remain on the student's file.

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3rd incident	The student will receive 0% with no opportunity of resubmission. Academic counselling will be compulsory and a final written warning will be issued to the student and kept on the student's file.
4th incident	The student will receive 0% with no opportunity of resubmission. Academic counselling will be compulsory and a disciplinary hearing will be held.
Plagiarism in Resubmission	The student will receive 0% with no opportunity of resubmission. Academic counselling will be compulsory. Disciplinary Hearing will be held.
2nd and 3rd year students	
1st incident	The student will be provided with the opportunity to resubmit their assessment for a maximum of 50%. This is on the condition that the student attends academic counselling. 10 calendar days will be allocated for the resubmission of the assessment. Should a student choose not to resubmit, a grade of 0% would be awarded. Student will receive a notice of final written warning which will remain on the student's file.
2 or more incidents	The student will receive 0% with no opportunity of resubmission. Disciplinary Hearing will be held.
Plagiarism in Resubmission	The student will receive 0% with no opportunity of resubmission. Disciplinary Hearing will be held.
4th year/Postgraduate students (e.g. Professional Programme 4th year, Honours degrees, and Postgraduate Diplomas)	
1st incident	The student will receive 0% with an opportunity of resubmission. Academic counselling will be compulsory and a notice of final written warning will be issued to the student and kept on the student's file.
2nd incident	The student will receive 0% with no opportunity of resubmission. Disciplinary Hearing will be held.
Plagiarism in Resubmission	The student will receive 0% with no opportunity of resubmission. Disciplinary Hearing will be held.
Master's students	
1st incident	The student will receive 0%. Academic counselling will be compulsory. No resubmission permitted.
2nd incident	The student will receive 0%. No resubmission permitted. Disciplinary hearing will be held.

Reference:

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The Work Integrated Learning Policy

Work Integrated Learning (WIL) provides students with the opportunity to gain practical experience in the field of applied psychology and counselling. Students will collaboratively engage with community outreach projects during their time in the field. The WIL module is included in the following undergraduate qualifications:

- Advanced Certificate in Counselling and Communication Skills (AC)
- Diploma in Counselling and Communication (Dip)
- Bachelor of Applied Social Science degree (BAppSocSci)

WIL Prerequisites (Part 1 and Part 2)

In order for any student to enrol for the WIL module, all specified academic requirements (as per the Rules of Academic Progression Policy) and financial obligations need to have been met. In the event that a student is in arrears, they will not be admitted for the WIL placement (WIL Part 2).

Students may not register for more than three academic modules whilst completing the WIL preparatory workshops (WIL Part 1). On the successful completion of WIL Part 1, students may then proceed into WIL placement (WIL Part 2), provided they are registered for no more than two additional academic modules.

Competency must be demonstrated in WIL Part 1 before a student may proceed into WIL Part 2. Should a student not be deemed ready to enter the field by the WIL Department, the student may be required to repeat the preparatory workshops (WIL Part 1).

Once a student has been deemed eligible for WIL placement (WIL Part 2) and a placement site has been confirmed, students need to upload and submit all signed placement forms onto their MySACAP portal for their relevant WIL co-ordinator to access prior to the start of their placement. **Any hours completed prior to the submission of these forms will not be credited.**

Timeframes

Once the student enters the WIL module, students are required to complete the preparatory workshops (WIL Part 1) prior to being deemed eligible for WIL placement (WIL Part 2). Once a student is deemed competent for WIL placement (WIL Part 2), a student needs to complete their placement hours within 1 academic term. Should a student need additional time, a student will need to apply for an extension and a maximum of 1 additional academic term may be granted. This means that the student will need to complete all requirements for WIL placement (WIL Part 2) in a maximum of two consecutive academic terms.

WIL Module Extension Rule

For students who are unable to commence with WIL Part 2 directly following WIL Part 1, a maximum of one academic term may be granted based on the student's written motivation and personal circumstances warranting an extension. WIL extensions may only be granted by the Head of WIL.

An extension may have a financial implication should the student have to start a new academic year of study. Students to be advised that the WIL module (Part 1 and Part 2) must be completed within a maximum of one academic year (3 consecutive academic terms).

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Students who cannot complete a placement due to unforeseen circumstances must immediately contact the SACAP WIL Coordinator, who will then assess the situation and determine whether any hours will be credited towards the placement requirements.

Academic WIL Support Plan

Should a student not demonstrate the required levels of competency expected by SACAP, students may be required to spend additional time in the field, attend additional supervision and/or be involved in other additional activities to assist the student to reach the expected levels of competency. This is at the WIL department's discretion.

Should a student be unsuccessful in passing the module, they may be required to re-enrol for the module or repeat aspects of the module, regardless of whether or not this is the student's final module required for their qualification. WIL students should be aware that there may be financial implications especially should the student need to register for a new academic year.

It is important to note the following:

- The WIL module may not be conducted outside of a SACAP approved WIL placement site.
- No Credit Transfer or Recognition of Prior Learning (RPL) exemption will be granted for the WIL module.
- The WIL student's involvement within the WIL placement site is conditional on them attending both individual and group supervision sessions.
- The minimum passing grade for the WIL modules is **60%**.
- A student will be eligible for an assessment resubmission should they receive a final grade of **45 - 59%**.

Attendance

Students are required to participate in all WIL activities as per their module outline. However, in exceptional circumstances, students may miss no more than two preparatory workshops in WIL Part 1 and one group supervision session in WIL Part 2. Students who do not meet the minimum attendance requirements should refer to the attendance policy. All individual supervision sessions are compulsory and the onus falls on the students to set up their individual supervision sessions throughout their WIL Placement.

- Students are responsible for scheduling their individual supervision times one week in advance with their SACAP supervisors and make the necessary venue booking arrangements with their supervisor and the College. Should a supervisor request to have the supervision session at their private practice, this may take place in agreement with both parties.
- SACAP supervision sessions need to take place during 08:00-17:00, unless agreed upon by both the supervisor and student.
- Individual supervision with the SACAP supervisor needs to take place after every 15-20 placement hours whilst the student is in the field. Should supervision not take place within this prescribed timeframe, those hours within the field will not be counted and the student will need to redo these hours.
- Students are responsible for notifying their supervisor 48 hours in advance should they not be able to attend their individual SACAP supervision session. Without such prior notification he/she will need to reschedule the individual SACAP supervision session at the student's cost.

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- Students are allocated to group supervision, based on when a particular student will enter the field. While every effort is made to ensure that their allocated group runs throughout their time in the field, this is not always possible, due to the fact that students enter the field at different times.
- A SACAP group session may start running slightly before a student enters the field or continue beyond a student's completion of their time in the field. Regardless, students are to attend their allocated groups as stipulated above.
- Group dynamics and confidentiality play a pivotal role in the SACAP group supervision process. Students are therefore not permitted to move from their allocated group.

Assessments and Examinations

- At the start of the module (WIL Part 1), students are provided with a module outline that details the assessment requirements for the module. In consultation with their educator, students should ensure that they understand what is expected from them for each assessment, including their assessment due dates.
- All assessments (including the Oral Presentation) will be submitted through Unichack and therefore all rules as per the Plagiarism Policy will apply to the WIL module.
- All rules as per the Assessment and Grading Policy and Examination Policy apply to the WIL modules.
- The Oral Presentation is regarded as a final examination, and as such all applicable rules as per the Examination Policy will apply.
- Students who arrive more than **10 minutes late** for their Oral Presentation will automatically fail this examination.

Student Professional Code of Conduct

SACAP provides a secure and supportive environment for teaching and learning in which students are stimulated to reach a high level of academic achievement. The College is committed to high standards of professional and ethical conduct in all activities, and holds expectations about student responsibilities whilst in WIL. The following Student Professional Code of Conduct sets out the responsibilities expected of a SACAP student whilst in the field. The Acknowledgement of the Student Professional Code of Conduct form is to be signed and uploaded onto MySACAP.

Students are expected to:

- Meet WIL placement requirements regarding attendance, promptness, punctuality, dress code, and work hours.
- Treat the staff and colleagues at the placement with respect, courtesy, and fairness, and afford the same professional courtesy to other professionals.
- Bring any concerns or difficulties to the immediate attention of the SACAP WIL Coordinator who can then support, mediate and liaise as required.
- Demonstrate commitment to the ideals and reputation of the College and placement site.
- Demonstrate initiative and personal responsibility in monitoring and documenting their progress throughout their placement and ensuring weekly sign off by the placement supervisor. Any hours not signed off will not be recognised at the placement site.

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- Inform the relevant WIL Coordinator should any personal, psychological, or medical concerns arise before or during engaging in the WIL module. The College reserves the right to pause or defer the student's engagement with the WIL module, with conditions which must be adhered to by the student ahead of re-engaging with the module.
- Engage in ethical and non-discriminatory behaviour and values at all times.
- All activities are expected to be carried out honestly, fairly, and accurately so as to maintain good relations with the allocated placement.
- Display objectivity and integrity and maintain the highest standards of duty of care in the services offered to clients of the allocated placement. This duty includes the protection of a client's confidentiality.
- Students may not establish any financial or other arrangements (e.g. travel, food, favours, gifts, etc.) with clients and/or their friends/family members during the placement or thereafter.
- A student may not receive any form of remuneration or may not barter for any form of psychosocial services provided.

Any breach of the above code of conduct will result in disciplinary action. Please note that any misconduct, which constitutes unethical practice, could result in the student receiving a failing grade, discounted hours and/or risk suspension or expulsion.

Unsatisfactory/Incompletion of WIL Requirements

Unsatisfactory completion of a student's WIL occurs when a student fails to meet one or more of the following WIL requirements:

- Fails to complete the WIL hours in the allocated time.
- Fails to adhere to the minimum requirements for attendance relating to class and all supervision.
- Fails to satisfy the requirements of the Portfolio of Evidence (PoE).
- Fails to submit a completed PoE 48 hrs prior to their final Oral Presentation.
- Fails to obtain the minimum requirement of 60% for their final overall WIL grade.

BAppSocSci Student Amended Programme

BAppSocSci students who completed the WIL module during a previous SACAP qualification, have the option to follow the amended version of the BAppSocSci WIL module, provided that it is within 18 months from WIL Part 1 completion. Eligible students who elect the amended BAppSocSci WIL module, are required to inform the College and the relevant WIL coordinator at least one academic term prior to entering into the WIL module.

If the student chooses to follow the amended version of WIL, in lieu of the hours allocated to the preparatory workshops, 30 hours will be added to their placement time and they will only need to attend two preparatory sessions to go over the administrative aspects of WIL with the relevant WIL coordinator.

Requirements for Graduation

Students enrolled in courses that have a WIL component cannot graduate without being signed off by the WIL Coordinator as having completed all of the WIL requirements. In order to graduate in the following

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year, all WIL requirements need to be met and the PoE completed before the close of campus in December.

Moderation Practices

Internal and External Moderation provides quality assurance systems whereby a student's competence to achieve the intended learning outcomes of a module or programme can be measured, as well as to improve the overall quality of the institution's teaching and learning environment.

This policy is intended to provide a platform for systematic quality assurance monitoring and evaluation processes to continuously improve the overall quality and delivery of SACAP's programmes.

Internal Moderation

Internal moderation includes all those quality assurance monitoring and evaluation processes that assess the quality and delivery of SACAP's teaching and learning within its qualifications. These processes are managed between the Heads of Teaching and Learning on each campus as well as the Head of Programmes institutionally.

The Academic Dean evaluates the evidence from the quality assurance monitoring and evaluation processes and authorises any necessary changes to be made within the teaching and learning environment at SACAP.

Student Feedback

Students are given the opportunity to provide the College with feedback on their learning experience, educator/online module facilitator, module material, and campus facilities or MySACAP online learning environment every term. Student feedback is conducted online and as such is kept confidential. The educators will be supplied with a feedback summary for that term, or discuss any specific feedback to be addressed with an individual educator/online module facilitator. Student feedback is a valuable opportunity for educators/online module facilitator to review the impact of the overall delivery/facilitation of a module.

External Moderation

External Moderation aims to evaluate a student's competence to achieve the intended learning outcomes of a module or programme, as well as to improve the overall quality of a module's study materials and assessments at exit level.

The learning achievements of students at the exit level of a qualification are externally moderated by appropriately qualified external academics who have been appointed according to clear criteria and procedures who conduct their responsibilities according to clear guidelines.

Only exit level modules in the final year of studies of a given programme are externally moderated. External moderation is only applicable to NQF level 7 qualifications and above.

Academic Transcript, Record Keeping, Official Certificates and Graduation

All certification arrangements for SACAP's qualifications are taken care of by the Registrar's Office. Every effort is made to ensure confidentiality and to reduce the risk of forgery. The following certification

procedure is based on Council on Higher Education (CHE) requirements and recommendations and follows strict regulatory controls.

1. Student Record Keeping

- All credentials issued by the SACAP and all student assessment records are kept according to statutory requirements including assessment results and appeal records.
- Student records are kept on site within the SACAP assessment filing system with a backup electronic copy off site.
- Student records are identified by a numbering system, which includes a unique sequential number for each student, module and course identification codes.
- The Registrar's Office can verify any credentials already issued in response to enquiries from outside of SACAP.

2. Academic Transcript

An academic transcript is a document issued by the SACAP to provide a descriptive record of the learning a student has undertaken (i.e. the list of all modules), whether or not a qualification has been awarded.

- An official academic transcript will be issued to a student on completion of their full qualification, including a transcript supplement.
- Complete or incomplete transcripts will be issued free of charge to students at qualification exit points, i.e. qualification withdrawal, qualification transfer, graduation, expulsion, or when the maximum prescribed qualification completion time has expired and studies have been terminated.
- Re-issuing of transcripts will incur administration costs.
- Students will be required to pay for a provisional transcript when one is requested during the natural course of their studies prior to exit.
- Transcripts will not be issued to students where there are outstanding fees on their account, outstanding library fines, and/or outstanding library books.

3. Official Certificate

An official certificate is issued by the SACAP to acknowledge the learning a student has undertaken.

- Student information is taken from SACAP's student database, to which only Student Administration, the Registrar's Office, and the Dean's Office have access.
- The academic record of each student is checked once all final grades have been verified, i.e. at least two weeks before graduation. Should a student fail, the official certificate is not printed.
- The documents with the official certificate design and student information are safely kept by the Registrar's Office.
- The official certificates are authorized by the Academic Dean for printing two weeks prior to the graduation ceremony.

Graduation

To graduate from a course of study is a milestone in any person's life. It is an opportunity to gather with family, friends and colleagues to celebrate the realisation of a goal and acknowledge the commitment and dedication of all involved in the achievement of this goal. Upon the successful completion of all components of any qualification, the graduate (regardless of mode of delivery) is invited to attend the College's Graduation Ceremony held in March/April of each year.

Students receive a College Credential and a College Transcript that lists the title and grade for each module studied. A letter of invitation to attend the Graduation Ceremony is forwarded to all graduates prior to the ceremony. Students intending to graduate in any given year must have completed all assessments and Work Integrated Learning Placement requirements the previous year.

No student will be eligible to graduate unless all outstanding library or financial liabilities due to the College have been settled in full.

Students who have successfully completed and passed all the required modules for a qualification are asked to complete an **Application to Graduate Form** by December of the preceding year to ensure their inclusion in the event.

SACAP reserves the right of admission to this event.

Graduate Awards

1. Award of Cum Laude, Summa Cum Laude and Distinction

The purpose of this policy is to describe the awarding of SACAP degrees. Part A of the policy relates to degrees only (qualifications with a final year exit of NQF 7 and above), whilst Part B only relates to Diplomas and Certificates (qualifications with NQF level 6 and below).

Part A: Degrees and Postgraduate Diplomas.

A Bachelor Degree or Postgraduate Diploma may be conferred **Cum Laude** - in accordance with the rules of the relevant department, provided that such rules are approved, if the student has:

- i. Achieved an average overall grade of 75% for each academic year, and in every module of the exit level of a qualification (full-time and part-time studies), or
- ii. Achieved an average overall grade of 75% in every module of an exit level qualification (full-time and part-time studies).
- iii. Successfully completed all modules in the curriculum at the first attempt and without recourse to supplementary examinations.
- iv. Completed the degree within the maximum time prescribed by SAQA for the completion of a given qualification.

A Bachelor Degree or Postgraduate Diploma may be conferred **Summa Cum Laude** - in accordance with the rules of the relevant department, provided that such rules are approved, if the student has:

- i. Achieved an average overall grade of 85% for each academic year, and in every module of the exit level year of a qualification (full-time and part-time studies), or
- ii. Achieved an average overall grade of 85% in every module of an exit level qualification (full-time and part-time studies).

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- iii. Successfully completed all modules in the curriculum at the first attempt and without recourse to supplementary examinations.
- v. Completed the Degree within the maximum time prescribed by SAQA for the completion of a given qualification.

Part B: Diplomas and Certificates

A Diploma or Certificate may be conferred **Distinction** - in accordance with the rules of the relevant department, provided that such rules are approved, if the student has:

- i. Achieved an average overall grade of 75% for each academic year, and in every module of the exit level of a qualification (full-time and part-time studies), or
- ii. Achieved an average overall grade of 75% in every module of an exit level qualification (full-time and part-time studies).
- iii. Successfully completed all modules in the curriculum at the first attempt and without recourse to supplementary examinations.
- vi. Completed the diploma or certificate within the maximum time prescribed by SAQA for the completion of a given qualification.

2. Dean's Award:

The Dean's Award will be awarded to the graduating student who achieves the highest overall grade out of the top 10% of graduating students. This award is for overall outstanding academic achievement. The award will comprise of a certificate and trophy.

To receive this award, the qualifying student must have:

- i. Obtained an average of at least 75% in every module of a given qualification.
- ii. Successfully completed all modules in the qualification at the first attempt and without recourse to supplementary examinations.
- vii. Completed the qualification within the maximum time prescribed by SAQA for the completion of a given qualification.

Prescribed completion time for qualifications:

Unless otherwise specified, students will be required to successfully complete a programme within the specified minimum and maximum periods for a particular programme as indicated in the table below:

Qualification	Minimum Period	Maximum Period
Higher Certificate in Counselling and Communication Skills (Contact and Distance)	1 year	3 years
Advanced Certificate in Counselling and Communication Skills (Contact only)	1 year	3 years
Diploma in Counselling and Communication (Contact)	2 years	5 years

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Bachelor of Applied Social Science (BAppSocSci) (Contact and Distance)	3 years	7 years
Bachelor of Psychology (BPsych) (Contact only)	4 years	5 years
Postgraduate Diploma in Coaching (Contact only)	18 months	3 years
Bachelor of Social Science Honours in Psychology (Contact and Distance)	1 year	3 years
Master of Social Science in Community Mental Health Promotion (Contact only)	2 years	5 years

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