STUDENT HANDBOOK
2022

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SECTION 1: WELCOME AND 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.

SACAP's Registered Name and Legal Status

The South African College of Applied Psychology (Pty) Ltd (SACAP) is registered with the Department of Higher Education and Training as a Private Higher Education Institution (PHEI) 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

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 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 another South African language or foreign 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 a student's first language is not English, or if their previous education (school or otherwise) has been conducted in another language, they may be required to demonstrate proficiency in English by undertaking an English literacy assessment, such as the English Literacy Skills Assessment (ELSA) [1] as part of the application process to gauge competency, the results of which must 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 the specific programme being applied for.

For admission purposes, some programmes require a higher English language score than the minimums stated above.

Privacy Policy

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

1. **Definitions and Interpretation**

    a. "Board" means the board of directors of SACAP.

    b. "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.

    c. "POPI" means the Protection of Personal Information Act 4 of 2013.

    d. "SACAP Community" includes SACAP students, employees, contractual educators, consultants and suppliers.

    e. "SACAP" means the South African College of Applied Psychology (Pty) Limited.

2. **Scope**

    a. 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.

    b. This Privacy Policy governs the collecting and processing of Personal Information provided to SACAP by the SACAP community.

    c. 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.

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[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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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.

d. 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

a. SACAP will only collect and/or process the Personal Information of persons who have consented to such collection and/or processing.

b. In collecting and/or processing Personal Information:

i. 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.

ii. 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.

iii. 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 or SACAP is permitted to do so in terms of national legislation of general application dealing primarily with the protection of Personal Information.

iv. 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.

v. 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.

vi. 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.

vii. 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

a. The implementation of this policy is assigned to the office of the records manager ("the Records Manager").

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b.   Save as where otherwise resolved by the Board, SACAP's managing director shall serve, *ex officio*, as the Records Manager.

c.   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.

d.   Notwithstanding the 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.

- 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.

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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 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 Accumulation 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.

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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, 2013), 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 module advanced standing/exemption cannot be granted in the final year of a qualification or for any exit level qualification.

This includes:

- The second (final) year of the Diploma in Counselling and Communication Skills;

- The third (final) year of the Bachelor of Applied Social Science;

- The fourth (final) year of the Bachelor of Social Work;

- The fourth (final) year of the Bachelor of Psychology; and

- For all of the following exit level qualifications:

    o Higher Certificate in Counselling and Communication Skills;

    o Advanced Certificate in Counselling and Communication Skills;

    o Bachelor of Social Science Honours in Psychology (including the BPsych Equivalent Programme);

    o Bachelor of Social Science Honours in Human Resource Management;

    o Postgraduate Diploma in Coaching; and

    o Master of Social Science in Community Mental Health Promotion.

In addition, based on experiential learning requirements, CAT or RPL for module exemption is also not permitted for any **Work Integrated Learning (WIL) module** within any programme.

Professional Programmes:

Professional Bodies have the right to deny CAT or RPL for module exemption for any professional programme for which they are responsible for, accredit and/or endorse.

Health Professions Council of South Africa (HPCSA): Professional Board of Psychology

The Regulations laid out by the HPCSA's Professional Board of Psychology is clearly outlined in Form 258 which guides the Framework for Education, Training, Registration and Scope of Registered Counsellors. This document stipulates that:

> *"Registration as a Registered Counsellor is contingent on completion of: An accredited 4-year BPsych, or Honours degree in Psychology accredited by the Board as equivalent to the BPsych degree that incorporates an approved 6 month/720-hour face-to-face practicum".*

Furthermore, in terms of the Regulations relating to the Registration of Student Registered Counsellors, published in the Government Notice No. 287 of 9 October 2012, all students registered into an Honours degree in Psychology accredited by the Professional Board of Psychology as equivalent to the BPsych degree, which incorporates an approved 6 month/720 hour face-to-face practicum (i.e. SACAP's Bachelor of Social Science Honours in Psychology [BPsych Equivalent

Programme]), have to be registered as student Registered Counsellors from the outset of the programme and complete it in its entirety.

Therefore, the HPCSA's Professional Board of Psychology has does not permit CAT or RPL for module exemption for the following professional psychology programme:

- Bachelor of Social Science Honours in Psychology [BPsych Equivalent Programme]

Students are required to register as Student Registered Counsellors at the outset of the professional programmes and are required to complete them in their entirety, including all Practicum requirements.

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 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, including self-study, 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 changes 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** of an **incomplete qualification** from SACAP or another institution may be recognised as meeting part (up to 50% maximum) of the requirements for the same or a different qualification at SACAP.

- **Up to 50% of the credits** of a **completed qualification** from SACAP or another institution may be recognised as meeting part (up to 50% maximum) of the requirements for the same or a different qualification at SACAP.

- 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. the final year of a qualification or a qualification that is made up of only one NQF level (i.e. the exit level) does not allow for CAT, e.g. The 2nd year of the Diploma, the 3rd/4th year of an undergraduate degree, the Higher Certificate, Advanced Certificate, BSocSciHons, PGDC, and MSocSci (see exemption clause above).

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.
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 with regard to educational opportunities. It should be based on the principles of equity, access, inclusivity and redress of past 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.

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- **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 age for admission into a qualification on the basis of RPL is 24 years and older. Applicants 24 years of age and older who do not meet the minimum entrance requirements of a qualification should provide a portfolio of evidence demonstrating formal, informal, and non-formal knowledge, training, work experience, and/or learning equivalent to the minimum entrance requirements of the intended qualification to support admission into the programme on the basis of RPL.

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

i. **Admission into a qualification**: On the basis of age (where applicable), and where there is evidence of other forms of prior learning that 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.

Important: In both instances, students requesting RPL are to complete the RPL Application Form, and 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. This is submitted together with their application fee and Portfolio of Evidence to the Admissions Department prior to the start of their studies. All applications for RPL will be reviewed by the Registrar's Office. RPL application outcomes are communicated to the applicant in writing by the Admissions Department.

In line with Council on Higher Education (CHE) and Higher Education Qualifications Sub-Framework (HEQSF) regulations, SACAP's 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. 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 assessment of appropriate level competency is guided by the NQF level descriptors and measured by SACAP's Competency Based Framework.

For modules involving practical components including (but not limited to) Social Work, competencies of 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.

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 school, university or college transcripts, certificates or other relevant documents, job descriptions, and/or letters from employers demonstrating prior learning and current competencies.

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

Programme-Specific Rules for CAT and RPL

Please note:

Some programmes only have one student intake per year, and as such modules in these programmes are only offered once a year in accordance with the prescribed study plan. Students who have been granted CAT or RPL for module exemption for any applicable modules that they have completed previously as part of another qualification (whether that qualification was completed or not), will be required to follow their prescribed study plans and take modules as and when they are timetabled. This could result in some terms where the student will have a heavier or a lighter workload.

Postgraduate Diploma in Coaching:

As the Postgraduate Diploma in Coaching is an exit level qualification, CAT and RPL for advanced standing or exemption will not be granted for any modules within this programme (see exception clause above).

RPL will only be considered for **admission** for applicants 24 years of age and older without the minimum entrance requirements where a portfolio of evidence is provided demonstrating formal, informal, and non-formal knowledge, training, work experience, and/or learning in a cognate field of study equivalent to an NQF level 7 qualification to support admission into the programme on the basis of Recognition of Prior Learning (RPL).

For the PGDC, the RPL portfolio of evidence must include:

- Evidence that prior learning is equivalent to a minimum of an NQF Level 7 qualification;
- Evidence of training in cognate short learning programmes, courses, micro-credentials;
- Relevant work/life experience; and/or
- A motivational letter for admission to the programme.

Consistent with the general principles of 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.

Bachelor of Psychology:

The general rules of CAT and RPL apply for this programme along with the following additional condition.

Students are required to register as Student Registered Counsellors at the outset of this professional programme and are required to complete it in its entirety, as such, students studying the Bachelor of Psychology (BPsych) who have been granted CAT for any applicable modules that they have completed previously as part of another qualification (whether that qualification was completed or

not), are not permitted to move ahead of their BPsych cohort, and are required to follow the study plan as prescribed. Students who have been granted CAT will not be required to take those modules that have already been credited but must, however, wait until the rest of their cohort completes these modules as well. As such, students who have been granted CAT may not take on additional modules that are scheduled further on in the programme as they are not permitted to advance ahead of their cohort or to shorten the programme's expected and planned duration.

Bachelor of Social Work:

The general rules of CAT and RPL apply for this programme along with the following additional condition.

Students studying the Bachelor of Social Work (BSW) who have been granted CAT for any applicable modules that they have completed previously as part of another qualification (whether that qualification was completed or not), are not permitted to move ahead of their BSW cohort, and are required to follow the study plan as prescribed. Students who have been granted CAT will not be required to take those modules that have already been credited but must, however, wait until the rest of their cohort completes these modules as well. As such, students who have been granted CAT may not take on additional modules that are scheduled further on in the programme as they are not permitted to advance ahead of their cohort or to shorten the programme's expected and planned duration.

Master of Social Science in Community Mental Health Promotion:

As the Master of Social Science degree is an exit level qualification, CAT and RPL for advanced standing or exemption will not be granted for any modules within the Master of Social Science in Community Mental Health Promotion (MSocSci) qualification (see exception clause above).

RPL will only be considered for **admission** in to the MSocSci degree for those applicants 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 vita, work and/or academic references, previous research paper(s), publication(s).

RPL process to be followed:

- 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.

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

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 an appropriate 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:

    o 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.

    o A resume of the applicant's educational, employment, personal and professional development, and community-based and/or organisational work experiences.

    o 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 Registrar's 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.

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

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 (Contact) mode of delivery

- Online (Distance) mode of delivery (as applicable)

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 de-enroll 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.

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

- 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.

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

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 for Tuition Fees:

a. **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.

b. **Termly Upfront Payment:** Fees are paid upfront for the term and are due two weeks before the commencement of term.

c. **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:

o 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.

o SACAP is not required to obtain consent to vary the debit order amount in accordance with a student's study plan.

o 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 regardless of the payment plan selected, and so are now shown **separately** from Tuition Fees on our Fee Structure.

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

Registration fees are refundable up until 2 weeks prior to commencement of the student's next academic year, after which they become strictly non-refundable.

Withdrawal/Deferral/Extension of Study

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

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.

- Should the unpaid debit order 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.

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

- 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.

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 have not been 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 workings 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.

Student Bursary Policy

SACAP aims to self-fund a proportion of its fee income annually to support existing students who, due to exceptional circumstances, would not otherwise be able to continue their studies. The funds available for bursary assistance is unfortunately limited. SACAP receives no public funding and so bursaries are not guaranteed.

All new applicants who apply for a SACAP Bursary need to complete a SACAP Bursary Application Form (Addendum A) and submit supporting financial documents (outlined in Addendum A) along with their academic registration documentation to their campus Student Support and Development (SSD) Department. This will be forwarded to the National Bursary Committee for application and verification, after which feedback will be given in writing. In the event that an application be successful, the student will be required to sign a Bursary Contract with SACAP. The bursary does not cover student accommodation, living, or travel expenses.

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

Applicant Eligibility

Bursaries are awarded solely at the discretion of SACAP after verification of eligibility criteria and based on funding availability. **The various eligibility criteria are set out below:**

- Applicants must be South African citizens.

- Applicants must have successfully completed at least 1 academic year at SACAP.

- Applicants must be registered for the relevant academic year and must satisfy SACAP's minimum progression requirements and the progression rules in terms of the Department of Higher Education and Training National Rules and Guidelines.

- The applicant's academic results, College community involvement and various other non-financial indicators will be considered.

- Applicants must submit the Bursary Application Form, together with all supporting documents establishing financial need, by no later than 15th of December of any given year.

Bursary Conditions

In the event that an application be successful, the following conditions will apply:

- Bursaries may be awarded as a once-off module amount, or on a termly or annual basis. This time-frame is at the sole discretion of SACAP and will be conveyed and agreed upon in the bursary contract signed by SACAP and the student.

- The bursary amount awarded shall be paid as a credit to the student's SACAP account.

- Any part of the Bursary Amount that is not utilized by SACAP to defray the costs of tuition and related costs will be held by SACAP and the Bursary Amount will be reduced accordingly.

- Depending on the applicant's financial status a bursary could be offered in part or in full.

- The bursary can be re-evaluated at any stage based on the student's academic performance.

- Should the bursary student's family household or personal income status change, the student's entitlement to a bursary may also change. Bursary students are required to inform the College of such changes to their financial status so as to ensure that other students in need of a bursary can be accommodated.

Student Responsibilities and Requirements

The applicant warrants (i.e. guarantees) that:

- The particulars and information recorded in the accompanying Bursary Application Form are true and complete in every aspect.

- They shall comply with the terms and conditions of this Policy.

- They will at all times obey all the rules and codes of conduct of SACAP and shall pursue the qualification with commitment and dedication.

Should it come to SACAP's attention that the applicant has fraudulently applied for a financial bursary, the student will be held liable for any study costs incurred to date. Disciplinary action will also take place. Contravention of the Student Code of Conduct could result in the immediate withdrawal of SACAP's bursary support.

The student shall satisfy all the obligations described below in order to remain eligible for a SACAP bursary:

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

- Students are required to abide by SACAP's Student Code of Conduct Policy as well as the Student Learning Responsibilities as laid out in the SACAP Student Handbook.

- Students are required to maintain a minimum aggregate of 55% overall for each module completed.

- Students must satisfy the minimum progression requirements of SACAP and progression rules in terms of the Department of Higher Education and Training National Rules and Guidelines.

- Students that fail a module will be required to pay for the repeated module.

- Bursary students may be called on to provide voluntary services to the College.

Duty to Inform SACAP of Changes

Successful applicants must inform SACAP immediately:

- If they receive any other financial assistance in connection with the qualification.

- If they wish to change course of study during the funding period

- The name, physical and postal addresses, telephone and e-mail address of the student's employer, both during course of study (where applicable).

- If there is any change in the information recorded by the student in the accompanying Bursary Application Form and/or Agreement (including, but not limited to: Employment status/family employment status, contact details, academic results).

Bursary Student Withdrawal

SACAP's Withdrawal Policy applies to students who have been awarded the SACAP bursary and the following conditions would be applicable:

- Bursary students must notify the Registrar's Office that they wish to withdraw.

- Bursary students are not entitled to any payments of the remainder of the bursary value should they leave their studies.

Bursary Student Extension of Study Period

SACAP's Extension Policy applies in the event that a student is unable to continue with their academic studies for a specific duration for valid reasons. In such cases, the bursary will be put on hold for the duration of the study break and will be re-evaluated on the student's return to SACAP to continue with the same programme.

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

SECTION 2:   STUDENT MATTERS

SACAP Student Graduate Attributes

The term 'graduate attributes' refers to a range of skills beyond those that are discipline specific, and are the qualities, skills and understandings a higher education community agrees its students should develop during their time with the institution. Graduate attributes speak to the need for holistically developing traits and competencies throughout the student journey, by creating opportunities for learning in their curricular and co-curricular activities and in society at large.

With this in mind, SACAP's five graduate attributes represent both SACAP's values, vision and mission, as well as the needs and desires of employers and industry stakeholders. There is a clear call for graduates who are socially responsible and active citizens in an increasingly interconnected, fast-paced, and often troubled world. Therefore, SACAP is committed to creating an environment and opportunities alongside our students in which these attributes can be holistically developed in each and every graduate.

Each of SACAP's graduates are unique, having come from diverse backgrounds and experiences. The length, depth, breadth and quality of their engagement with and experiences while at SACAP will develop unique attributes that will set them apart:

1. **SACAP graduates are creative and critical-thinkers with an entrepreneurial spirit:** they are able to systematically engage real world problems and formulate innovative and sustainable solutions.

2. **SACAP graduates are empathetic and self-aware:** they are reflective, flexible and skilled communicators. They conduct themselves with maturity and professionalism, and have the potential to be leaders in their respective fields.

3. **SACAP graduates are values driven and act with integrity:** the application of their knowledge and skills is always in the pursuit of creating a better world. They are ethical decision-makers and take responsibility for their actions.

4. **SACAP graduates are socially conscious global citizens:** they are sensitive to both local and global issues and recognise the central role communities play in affecting change. They understand the value of diversity and can work effectively in various contexts.

5. **SACAP graduates are at home in an ever-changing world:** they are prepared for living and working in a digital society and are willing to learn, unlearn and relearn in commitment to professional development and lifelong learning.

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.

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.

Health and Wellness Policy

The South African College of Applied Psychology (SACAP) aims to provide a secure and supportive environment for both work and learning and teaching in which staff and students are supported and encouraged to reach a high level of professional and/or academic achievement.

The overall health and wellbeing of SACAP staff and students is of paramount importance to the functioning of SACAP as a private higher education institution.

SACAP is fully committed to its obligation towards its staff and students, and prioritises health and wellness through establishing policies and programmes that promote health and wellness for all.

Wellness Management

Wellness management is a holistic approach to human wellness and promotes both individual and organisational wellness. Wellness management at SACAP includes:

- ***Emotional needs:*** To promote emotional intelligence, self-awareness, self-esteem, optimism, sense of coherence and resilience of students and employees, 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 be able to balance and to live up to the expectations and demands of personal roles. This includes learning good communication skills, creating support networks with colleagues, peers, friends and family, embracing diversity 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.

Student Wellness: Student Support and Development Department (SSD)

SACAP believes in the importance of providing integrated and holistic support and development services to enhance student wellness. SACAP, therefore, provides a number of support programmes, initiatives, and personnel for students studying at SACAP. Students have access to the Student Support and Development Department to discuss relevant study challenges and potential academic or psycho-social challenges that may impact their studies.

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

In order to benefit from this service, SACAP students are encouraged to approach the Department directly.

Reasonable Accommodation means concessionary consideration is given to ensuring the specific support needs of students who are experiencing psychosocial challenges. Reasonable accommodation support will be considered once students have provided relevant supporting documentation. This is determined on a case-by-case basis by the designated Student Support and Development (SSD) advisor or relevant Programme Coordinator on each campus.

Consideration for Disabilities

Please refer to SACAP's Students with Disabilities and Learning Differences Policy for further information in this regard.

Managing Substance/Alcohol Abuse/Dependence

SACAP recognises substance dependency as a treatable and manageable condition.

- Staff and students are responsible for promptly seeking advice and appropriate treatment, should they suspect that they may have an alcohol or substance dependency problem.

- SACAP maintains an open-door policy with respect to substance use and/or dependence. There is a responsibility on the part of staff and students to approach SACAP and inform them of their difficulties with substances.

- Please refer to SACAP's Code of Conduct and Disciplinary policy for more information on SACAP's standards and responsibility with regards to alcohol/substance use and abuse and the process for those who experience a relapse.

- SACAP will endeavour to assist as far as reasonably possible and provide the staff member or student with the necessary time off from their work or studies in order to seek treatment for the substance abuse/dependence problem.

- Should a staff member or student fail to disclose their alcohol or substance dependency problem, this may lead to a possible suspension or termination of their employment or studies.

Managing Psychosocial Wellbeing

- SACAP encourages its staff and students to take care of themselves.

- SACAP maintains an open-door policy with respect to psychosocial support.

- There is a responsibility on the part of staff and students to approach and inform SACAP in the event they are experiencing psychosocial difficulties that are negatively impacting their work or studies.

- SACAP will endeavour to assist as far as reasonably possible and provide the staff member or student with the necessary time off from their work or studies in order to seek the necessary support.

SACAP Staff and Students' Rights and Responsibilities

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

- Both the work and learning and teaching environment at SACAP is conducive for optimum

productivity and functioning.

- The basic wellness services are made accessible to all staff and students, and are conducted in an ethical manner.

- Staff and students' rights to confidentiality, autonomy, sensitivity, timeous intervention, equity, transparency, and confidentiality are protected.

- Staff and students are informed of conditions at SACAP which may be harmful to their health and wellness.

Staff and students have the responsibility to:

- Conduct their work and studies in a manner that advances and protects their own health and wellness.

- Report and/or take action to correct conditions in the learning and teaching environment that may be harmful to their own health and wellness, as well as those of their peers.

- Take initiative to seek professional intervention or support as and when necessary.

- Inform the College of any psychosocial challenges hindering their work or academic responsibilities.

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 staff and students and the SACAP employees from 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.

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

Confidentiality

Confidential information generally pertains to private personal information and may include a student's financial, academic, 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. This, therefore, means that a staff member or student's confidential information may not be disclosed to a requesting party, unless written consent has been provided by the student to disclose information.

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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 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. Refer to SACAP's Protection of Personal Information (POPI) Policies for further information in this regard.

A SACAP staff member or student will be afforded an opportunity to verify the accuracy, to rectify, and to update any of their confidential information.

Students with a Disability and/or Learning Differences Policy

SACAP is committed to supporting a culture that values the promotion of inclusion. Inclusion is regarded as a universal human right and aims at embracing the diversity of all people. SACAP is committed to equitable access and participation for all. SACAP endeavours to provide an *"inclusive and safe environment for all, one that eliminates discrimination and intolerance and that reflects our SACAP values as well as the principles of understanding, acceptance and justice irrespective of race, gender, disability or any other differences"* (Department of Higher Education and Training, 2018, p. 20).

Aligned to South Africa's White Paper on the Rights of Persons with Disabilities (Dlamini, 2016) and the National Plan for Higher Education of 2001, SACAP is committed to creating a caring and inclusive teaching and learning environment. One in which students with disabilities and/or learning differences are integrated into the learning experience in a way that allows for their full participation in their academic qualification. To create such an environment SACAP is committed to protecting and providing an equal and optimal opportunity for the personal growth and transformation of all of its students. To this end, SACAP will endeavour to ensure equal access and participation for all students and will treat both students with disabilities and/or learning differences and students who are non-disabled in a way that allows them to maintain their dignity and develop to their full potential. SACAP embraces the principle of mainstreaming and inclusion of people with disabilities and/or learning differences.

Definitions of Terms

The following definitions are aligned to and informed by South Africa's White Paper on the Rights of Persons with Disabilities (Dlamini, 2016, pp. 3-15).

- **Disability:** SACAP recognises students with disabilities as students who have "long-term physical, mental, intellectual, neurological, psychological or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others" (Dlamini, 2016, p. 4). These challenges, however, are really only experienced as "disability" when these individuals are denied access to full participation in all aspects of life, and when society fails to uphold the rights and specific needs of individuals with a disability.

- **Learning Differences:** Learning differences refer to mental, intellectual, neurological, psychological or sensory differences which manifest predominantly in the way students with learning differences learn. Learning differences may create a variety of barriers to academic success if concessions, dispensations and allowances are not put in place. Learning

differences may not necessarily be indicative of a diagnosable learning disability and may be more broadly categorised as a learning difficulty.

- **Students with disabilities and/or learning differences:** While disability is a protected characteristic in law, allowing for SACAP to treat students with disability more favourably than their peers who are non-disabled, albeit, not to the detriment or disadvantage of non-disabled students SACAP endorses the use of the terminology 'Disability and/or Learning Difference' to ensure that the focus is not on a student's weaknesses but rather on a student's differences that may also require concessionary consideration.

- **Reasonable Accommodation:** Reasonable accommodation means concessionary consideration is given to ensuring the specific support needs of learners with disabilities and/or learning differences are provided for so that they are able to equitably participate in learning alongside their peers. Reasonable accommodation refers to necessary and appropriate modification and adjustments to the teaching and learning environment that do not impose a disproportionate or undue burden on the staffing and infrastructure that supports the teaching and learning environment. What is reasonable is determined on a case-by-case basis by the designated Student Support and Development (SSD) advisor on each campus (who holds responsibilities in terms of disability support services), the Head of Student Support and Development (HOSSD), the relevant Head of Teaching and Learning (HOTL) and the Head of Campus (HOC) who weigh up a number of considerations against the right to equitable education without discrimination. This will be finalised by SACAP's Disability Task Team.

Policy Statement

- SACAP seeks to foster and support a diverse student population and to integrate equal opportunity for students with disabilities and/or learning differences into its policies, procedures, decisions and operations. SACAP, therefore, seeks to minimize the lived experience of "Disability Discrimination" (Dlamini, 2016). SACAP stands against "Disablism" and negative attitudes, behaviours and practices which discriminate (intentionally or unintentionally) against students with disabilities and/or learning differences as these may impact on the equal participation of all students.

- In accordance with SACAP's Code of Conduct, SACAP will not tolerate such attitudes, behaviours and practices and should these be experienced by students with disabilities and/or learning differences the student should alert the designated Student Support and Development (SSD) advisor on each campus who holds responsibilities in terms of disability support services. The SSD advisor will assist the student in initiating complaints and grievance processes.

- SACAP is committed to equal treatment of students with disabilities and/or learning differences and students who are non-disabled. Where necessary and appropriate, students with disabilities and/or learning differences will receive additional support so that they will not be at any substantial disadvantage compared to students who are non-disabled.

- SACAP will endeavour to make use of universal access learning design principles in its teaching and learning environment. Universal access learning design facilitates the whole learning cycle including the development of flexible classroom materials, using various technology tools, and varying the delivery of information or instruction for all students as well as including aspects such as an understanding of the learning content, campus experiences that leads to the full development of the student, and integration of students within the broader student population. Students must be evaluated on their abilities not their disabilities and, where practical and reasonable, methods of teaching and assessment may be modified to take account of the differences experienced by students with disabilities

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and/or learning differences. Teaching methodologies, processes and assessments will be fair, equitable and accessible to students with different types of disabilities and/or learning differences as far as reasonably possible.

- SACAP staff must ensure implementation and compliance with appropriate academic adjustments, classroom accommodation, the integration of auxiliary aids, and empowerment of educators in the management of students with disabilities and/or learning differences on the campus.

- In order to strengthen the representative voice of students with disabilities, the SSD Department, together with the Disability Task Team will actively encourage a representation of students with disabilities on its Student Representative Council.

Disability and/or learning difference disclosure

In the interest of non-discrimination against students with disabilities and/or learning differences, the following policy guides SACAP's disclosure processes:

- In order to best support applicants with disabilities and/or learning differences, SACAP encourages early disclosure during the initial application process.

- It is the responsibility of any new SACAP student to inform the relevant admissions officer, as part of the application process, of their disability and/or learning differences.

- It is the responsibility of any registered SACAP students, who have received medical evidence of a disability and/or learning difference during the course of their studies, to inform their campus SSD Department as soon as possible.

- Students who have adhered to the early voluntary disability disclosure and support process will have their application assessed by the relevant Disability Task Team and campus teams.

- The disability disclosure and support process assists in a realistic assessment of SACAP's institutional ability to mainstream the student within the SACAP environment and provide the necessary and appropriate support to the student throughout their years of study.

- SACAP may request an individual interview with the candidate to talk through their individual disability and/or learning difference and the support needs they have;

- SACAP will request a report from the relevant medical practitioner for guidance regarding the concessions students with disabilities and/or learning differences may require. This will also guide SACAP's assessment.

- While SACAP embraces the principle of mainstreaming and inclusion of students with disabilities and/or learning differences, there may be cases where SACAP's capacity to provide the necessary support to ensure equal access and participation for the student is inadequate. In such a case a member of the SSD Department or Disability Task Team will follow up with the applicant to discuss SACAP's challenges and concerns in accepting the candidate into one of its qualifications. This discussion will be managed on the principles of dignity and respect.

- It is incumbent on SACAP to ensure that candidates who have adhered to the disability disclosure and support process undergo modified selection and recruitment processes, where appropriate, to ensure that such candidates can be considered equally with students who are non-disabled.

- Once enrolled into one of SACAP's qualifications, SACAP's SSD Department, in consultation with the Disability Task Team manages the database of students with disabilities and/or

learning differences, who have indicated that they need support/accommodations, to ensure retention and throughput of such students.

- SACAP will protect the confidentiality of information that has been disclosed. This information will be released to appropriate stakeholders (including other students, where applicable) only with the consent of the student.

- In the case of non-disclosure by students with disabilities and/or learning differences, or where the disability is not self-evident or self-reported, it will be more difficult for SACAP to comply with the provisions of this policy. In such cases, students with disabilities and/or learning differences who do not disclose their status may be negatively impacted by an institutional lack of understanding as well as disadvantage themselves in being able to access support services and academic accommodations. This may ultimately negatively impact on the student's academic progress. In these cases, where students have not followed the disability disclosure and support process SACAP cannot be held liable for a lack of support, retention and throughput of such students.

- Services and support are key to the success of all students. Where students with disabilities and/or learning differences have complied with the disability disclosure and support process a consultative approach will be initiated between the designated SSD advisor on each campus (who holds responsibilities in terms of disability support services), and the student.

Reasonable Accommodations and Concessions:

Reasonable accommodation and/or concessions may be made to ensure that students with disabilities and/or learning differences have access to, participate and advance in academia on an equal basis with others. Reasonable accommodation refers to necessary and appropriate modification and adjustments to the teaching and learning environment that do not impose a disproportionate or undue burden on the staffing and infrastructure that supports the teaching and learning environment. What is reasonable is determined on a case-by-case basis by the designated SSD advisor on each campus (who holds responsibilities in terms of disability support services), the Head of SSD, the relevant Head of Teaching and Learning (HOTL) and Head of Campus (HOC) who weigh up a number of considerations against the right to equitable education without discrimination.

SACAP considers the following provisions "reasonable":

Students with disabilities and/or learning differences may be granted permission to use assistive technology, devices, specialised equipment and teaching and learning support materials in their studies.

- An educational assistive device is any device that is designed, made or adapted to assist a student in performing a particular educational task. It is intended to enhance or improve the functional capabilities of students with disabilities.

- Assistive technology and devices are any technology, device, product, equipment or tool that is designed or adapted to enable persons with disabilities and/or learning differences to participate in activities, tasks or actions. They may include:

- Mobility aids such as wheelchairs, prostheses and crutches;

- Communication aids such as hearing aids, FM systems;

- Sensory aids such as white canes; noise-reducing headphones and coloured lenses;

- Technology aids such as computers, screen readers, magnifiers, text to audio devices and text to audio programmes, loop systems, sub texting and alternative input for cognitive assistance as well as computer or electrical assistive devices.

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- Assistive technology has enabled more forms of making inaccessible information more accessible. Examples would be screen reading software such as Openbook, Magic, Job Access with Speech (JAWS) or NonVisual Desktop Access (NVDA) and text enlargement software such as ZoomText. Other assistive software could be Read & Write, reader pens such as the C-pen, Dictaphones and WYNN, which assist students who have difficulties in reading and writing. SACAP acknowledges the importance of assistive technology and devices as one way to foster inclusion of students within higher education.

- It is the responsibility of the student to provide their own assistive technology, device, product, equipment or tool.

- In cases where access to assistive technology and devices might be a barrier to student progression through their studies, the designated SSD advisor on each campus (who holds responsibilities in terms of disability support services), will assess, with the relevant Head of SSD and the Disability Task Team, other potential support mechanisms to meet the needs of the student, where possible.

Students with disabilities and/or learning differences may be granted permission to use personal assistance services.

- Personal Assistance Services are a range of services that assist individuals with disabilities to perform daily activities that the individual would typically perform if the student did not have a disability and/or learning difference.

- Such services increase the individual's control in life by removing the element of discrimination and segregation thus allowing for equal participation. Students with disabilities and/or learning differences, may make use of Personal Assistants for example, personal aides, guides, lip-speakers, whisper interpreters, South African Sign Language interpreters, note-takers and interpreters for Deaf-blind persons.

- It is the responsibility of the student to provide their own personal assistance services.

- SACAP acknowledges the importance of Personal Assistance Services. In cases where access to Personal Assistance Services might be a barrier to student progression through their studies, the designated SSD advisor on each campus (who holds responsibilities in terms of disability support services), will assess, with the relevant Head of SSD, in consultation with the Disability task team, other potential support mechanisms to meet the needs of the student, where possible.

Students with disabilities and/or learning differences may be granted permission to use support, service and/or guide animals.

- SACAP recognises the vital relationship which exists between a person with a disability and their support, service or guide animal. Support/ service or and/or guide animals shall be permitted entry to all SACAP's campuses.

- The student with a disability is responsible for the care, supervision and control of their support/ service/ guide animal while on SACAP's campuses.

- SACAP acknowledges the importance of support/ service/ guide animals. In cases where access to support/ service/ guide animals might be a barrier to student progression through their studies, the designated SSD advisor on each campus (who holds responsibilities in terms of disability support services), will assess, with the relevant Head of SSD, in consultation with the Disability Task Team, other potential support mechanisms to meet the needs of the student, where possible.

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Students with disabilities and/or learning differences may be granted concessions for class attendance, learning activities, assessments and exams.

- Where a concession is granted based on the disclosure process outlined above, reasonable adjustments, modifications and adaptations will be made to ensure that academic support is maintained and that the necessary resources are available to the student. Class attendance, learning activities, assessments and exams may be changed to accommodate specific disabilities (for example type of assessment task, mode of delivery of assessment).

- Exam and assessment concessions are granted to enable a student with specific barriers to learning to demonstrate their true ability in the examination/assessment process without changing the validity and integrity of the assessment.

The following must be considered with regard to assessment concessions:

- Concessions must not give a student an advantage over other students.

- Concessions will <u>not</u> be granted where the primary area of difficulty is with the language of instruction, teaching and assessment due to the fact that the language used is not the home language of the student.

- A psychological disorder will only be considered where a formal diagnosis has been made by a Psychologist registered in the relevant category, Psychiatrist, or medical specialist, and there is proof that the diagnosis is a significant life challenge or developmental problem that is impeding on the overall psychological wellbeing and functioning of the individual.

Technology-based concessions, such as the use of a computer in an examination, are encouraged because it provides students with independence in managing needs to prepare for future work-life. However, strict supervision is required for examinations where a computer or personal aide is used. Students will be allowed to use their own laptops, especially if they have a specialised programme installed (e.g. for visual impairment and/or physical disability). The computer must first be checked by SSD/Student Administration and the internet connection disabled.

Student Code of Conduct and Disciplinary Policy

The South African College of Applied Psychology (SACAP) provides a secure and supportive environment for learning and teaching in which students are stimulated to reach a high level of academic achievement, regardless of the selected mode of delivery. SACAP is committed to high standards of professional and ethical conduct in all activities. Expectations regarding students' code of conduct are outlined in Section A of this policy. 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, but is not limited to, the code of conduct for class, online and on-campus conduct, synchronous and asynchronous online activities, during the Work Integrated Learning (WIL) component/module of their studies, as well as other student related activities and/or events.

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 and stakeholders.

- Bring any concerns or difficulties to the immediate attention of the Student Support and Development (SSD) Department 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 all members of the SACAP community and to show commitment to the values, ideals and reputation of SACAP.

- Foster and maintain an open attitude towards others, and not to display or engage in discriminatory and defamatory behaviours/values.

- Act at all times in a manner that is ethical and appropriate. All activities are expected to be carried out honestly, fairly, and accurately to maintain good relations.

- Under no circumstances are students permitted to use profane, inflammatory, defamatory, blasphemous or provocative language in any academic setting including online forums and other feedback channels.

- Refrain from engaging in all forms of inappropriate behaviour which includes, but is not limited to: drug/alcohol use/abuse; inebriation/intoxication on campus, during class, in any online activities and/or in Work Integrated Learning settings and/or any other student related activities; violence; sexual harassment; language or behaviour deemed to be offensive/unacceptable; aggression towards the educator, fellow students, SACAP staff, or any other person involved in the student's Work Integrated Learning placement and/or any other student related activities.

SACAP's Learning and teaching Environment Code of Conduct

SACAP prides itself on quality learning and teaching, and encompasses a unique educational philosophy and facilitated learning style.

SACAP considers the following to be the responsibility of the student in order to ensure that they get the most from their learning journey:

The student should:

- Meet the minimum requirements for attendance, participation and/or engagement (outlined in the Attendance Policy and/or Module Outline) to successfully complete their modules.

- Contribute meaningfully to enhancing and enriching the learning and teaching environment by actively participating in all learning activities. This includes:

  o Completing prescribed readings to prepare for class and contribute to the interactive learning environment.

  o Reviewing class notes.

  o Actively participating in synchronous and/or asynchronous online learning activities (Voicethread, forum discussions or any other prescribed activities by the educator).

- Spend adequate time on assessments and submit these timeously and in the correct format (outlined in the Assessment Policy).

- Conduct themselves with academic honesty and integrity 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 the Academic Integrity Policy).

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- Utilise the Library and Resource Centre 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 and use of Technology 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. Digital technology has become an increasingly relevant part of academic learning environments.

Digital technology includes:

- Laptops, tablets, computers
- Wi-Fi modems and computer networks
- Connections to external computer networks
- Subscriptions to external computer services
- Web applications
- Social networks, and communication platforms including, but not limited to any technologies that SACAP utilises in the learning and teaching or social interaction platforms.

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

Within the online live classroom environment students are expected to:

- Leave microphones off for the duration of the class, until the student wishes to engage with the class or the educator. In which case, the student needs to utilise the raise-hand function or chat-box.
- Be respectful of the limited time allocated to the educator to present the class. Should the students have longer questions which need more time to address, they should arrange a private consultation with their educator via email or any other official communication channels agreed upon by relevant parties.

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

- Recording live online sessions without the consent of all parties present (including, but not limited to the educator and peers).
- Trolling, which refers to posting inflammatory, or off-topic messages in an online community and forums with the intent of provoking an emotional response or otherwise disrupting normal on-topic discussion.
- Illegal downloading using torrent software such as *UTORRENT* and *BITTORRENT* and other related software that allow peer-to-peer downloading.
- Streaming from entertainment sites such as Netflix and Showmax is prohibited. Streaming from sites such as *YouTube* and *Vimeo* is for educational purposes only (related to module content, research and assignments).
- Transmitting unsolicited information that contains obscene, indecent or other material that explicitly or implicitly refers to sexual conduct.

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- Transmitting unsolicited information that contains profane language or panders to bigotry, racism, sexism, or other forms of discrimination or defamation.

- 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 a 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 numbers without the permission of its owner.

- Effecting or receiving any 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 College computer facilities for commercial purposes.

- Violating the provisions of copyright, particularly on software, data and publications (outlined in more detail in the Academic Integrity Policy).

- Broadcasting email messages indiscriminately to a number of SACAP users.

- Harmful computer viruses 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 policy on any of the SACAP social networks, including but not limited to, *MySACAP*, the SACAP Facebook and Instagram pages as well as 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/substances while in physical classes or engaging in online activities, synchronous and asynchronous online activities, during the Work Integrated Learning (WIL) component/module of their studies, as well as other student related activities and/or events. Drinking or using substances herein defined as any mood-altering substance that can be abused, or

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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 illegal drugs and/or narcotics, e.g. 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 bonafide prescribed use of medication for a recognised medical condition, prescribed by a medical practitioner: In such instances SACAP reserves the right to request that the student provide proof of such a prescription.

Being under the influence or the use of substances on campus will be regarded as a serious offence 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, at student's own cost, should it be suspected that the student is under the influence of addictive substances. A student suspected of being under the influence may, upon the discretion of the management of the College, also be requested to undergo a blood and/or drug test administered by a medical practitioner of SACAP's choice at the student's own cost. 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 alcohol and/or substance use/abuse challenges:

Concerning substance use/abuse challenges, the following constitutes a breach of the Student Code of Conduct:

- When a student fails to inform the College that they have a substance use/abuse challenge, upon admission or during the course of their studies.

- When a student fails to inform the College when they experience a drug/alcohol relapse during their studies.

- When a student is found using/under the influence of drugs/alcohol during class, online and on-campus conduct, synchronous and asynchronous online activities, during the Work Integrated Learning (WIL) component/module of their studies, as well as other student related activities and/or events.

- 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 an alcohol and /or substance use/abuse relapse:

- The student must inform the College immediately if they have an alcohol and/or substance use/abuse 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 in class, online or on-campus, during synchronous and asynchronous online activities, during the Work Integrated Learning (WIL) component/module of their studies, as well as other student related activities and/or events.

- The student must meet with Student Support and Development (SSD), 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 engaging 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.

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Harassment and Discrimination

It is the policy of SACAP to promote an environment which is a safe and inclusive learning and teaching space where individuals feel supported and can 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 race, age, gender identity, nationality, ethnic or ethno-religious background, religion or creed, pregnancy, marital status, disability, sexual identity, culture, language or social background.

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 SACAP 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. Please refer to SACAP's Complaints, Grievances and Appeals policy for more details

Gender-Based Violence: Sexual and gender related misconduct and implementation protocol on rape and sexual assault cases

SACAP acknowledges sexual and gender related misconduct, rape and sexual assault as a global problem, occurring in all settings, including online. Furthermore, it is a profound and widespread problem in South Africa, impacting on almost every aspect of life.

SACAP recognise that sexual and gender-based violence (SGBV) serves to reinforce and legitimise social, political, and economic inequalities and power relations in society, affecting the most vulnerable in society.

SACAP commits itself to provide a safe institutional environment where all may learn, work and go about their duties and activities free from sexual harassment, sexual violence, gender harassment, gender bullying, sexual assault, relationship violence, other forms of gender related misconduct and associated claims of retaliation.

Sexual and gender-related misconduct undermines the dignity and autonomy of those victimised and erodes mutual trust and respect, which are essential to personal, academic and professional wellbeing. Sexual and gender related misconduct constitute a serious disciplinary offence, both in terms of these guidelines and the law, and will not be permitted, condoned or tolerated at SACAP. Disciplinary action, including summary dismissal or academic exclusion may result after following due process.

SACAP has a zero-tolerance approach to sexual and gender related misconduct. It recognises that it has an obligation to put in place reasonable measures to ensure, as far as possible, the safety and wellbeing of all students and staff as part of its institutional and academic duty of care.

SACAP's Student Support and Development Department (SSD) has disciplinary procedures, guidelines and protocols in place to affirm SACAP's commitment to preventing sexual and gender related misconduct.

To ensure fairness to both complainants and respondents in situations of sexual and gender related misconduct, and in line with recognised best practice, the disciplinary procedures proposed in these guidelines are separate and different from the general disciplinary rules of the institution which can be alienating for complainants of sexual and gender related misconduct. The approach of the disciplinary process, guidelines and protocols is designed to provide for specialised, prompt,

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thorough and equitable investigation and resolution of complaints that involve sexual and gender related misconduct.

Nothing in these guidelines prevents complainants from or requires them to report any violations that constitute criminal offences to the relevant authorities. Where complainants have opened criminal cases, the institution will share only such evidence with the criminal justice authorities as authorised by the parties.

Please contact SSD for further information in this regard.

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 the Student Support and Development (SSD) 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), SSD (and in certain cases 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 the SSD Department, Student Administration, a member of the Academic Department, and/or any other staff member(s) deemed appropriate to attend the meeting.

3. Based on the behaviour displayed, 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 (Being monitored)

    iv.   Suspension

    v.   Academic Exclusion

Depending on the severity of the situation, the initial meeting could result in immediate suspension or expulsion, based on SACAP's disciplinary committee's recommendation.

Student Suspension

The return of a suspended student will be subject to terms and conditions as determined by SACAP, these may include (but are not limited to) the following:

1. All suspended students are to attend a follow-up interview with the SSD Department and a College appointed Counsellor (at the student's own cost).

2. In the case of a mental health concern, the student must provide a letter from their treating psychiatrist, psychologist, or specialist doctor attesting to their readiness to re-engage in studies.

3. In the case of addiction, the student:

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

a. Must provide a letter from a suitably qualified mental health or health professional confirming that they have been clean and sober for at least a year before recommencing with their studies at SACAP and recommending their readiness to re-engage with studies.

b. Is to supply a monthly report to Student Support and Development (SSD), from a mental health/health professional for the duration of their studies.

c. Must provide evidence of ongoing addiction support from a trained mental health professional.

Disciplinary Procedure

1. In the instance that a student commits a level one offence that cannot otherwise be resolved informally (see disciplinary table), an SSD Department member, will consult with the student and will refer the students to the SACAP disciplinary committee, should disciplinary action, in accordance with the procedure outlined in the disciplinary level of offences table, be required.

2. In the instance of a repeated level 1 offence and any offences from level 2 - 5 the disciplinary procedure outlined in this policy will be followed based on the severity of the offence.

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

1. The SACAP disciplinary committee issues warnings.

2. Students are required to sign the acknowledgement of a warning's receipt. However, the warning will be binding in the absence of a student's formal acknowledgement.

3. All warnings will be included in the student's academic file and will remain in their file for the duration of the student's studies at SACAP. Student disciplinary warnings expire when the student completes their qualification. Warnings will not be placed on a student's academic transcript or record but will be included in the certificate of conduct.

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

Student disciplinary hearing records do not expire until the student completes their qualification and graduates

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.

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ii.   SSD Department 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 cases where previous warnings failed to produce required results and/or in the instance of a third level offence.

ii.   The SSD Department 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 accordance with the level offences for Disciplinary Action.

ii.   Following a pre-investigation, the SSD 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, provided that sufficient and valid evidence for the student's absence is presented by the student. The student is required to notify a SACAP staff member if they are requesting representation in their absence.

vi.   The student may have an external party in attendance as support (e.g. spouse, parent, etc.). The support will not be allowed to partake in the hearing.

vii.   An impartial person, who is neither an academic or SSD support to the student, will be appointed to act as Chairperson of the said disciplinary hearing.

viii.   The student will be afforded an opportunity to state his/her case in response to any allegation. (See Annexure "C").

ix.   After having considered all the evidence presented, the Chairperson will decide on the outcome of the disciplinary hearing. (See Annexure "D").

x.   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 their case after the Disciplinary Hearing Outcome has 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.

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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.

    iv. The Appeal Chairperson does not overrule the original disciplinary decision without an Appeal 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 where a less severe outcome is warranted,

    - that the original Disciplinary Hearing outcome stands, or

    - that a 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 their 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 their studies, in a safe, secure and access controlled database.

2. Students have access to all their student records on request to the Student Administration office.

3. Student disciplinary documents are kept in electronic format in a safe, secure and access controlled database.

4. Only authorised members of staff may access confidential student documents.

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

Levels of Offences for Disciplinary Action

Level of Offence	Description	1st Offence	2nd Offence	3rd Offence	4th Offence
1	● Wearing inappropriate or unsuitable attire ● Littering ● Disrespectful, disruptive and inappropriate behaviour ● Not adhering to library rules ● Academic Misconduct (Dependent on NQF level - see Academic Integrity Policy)	Verbal warning	1st written warning and consultation	Final written warning	Disciplinary hearing (which could result in probation, suspension or expulsion)
2	● Trolling (social media)	1st written warning and consultation	Final written warning	Disciplinary hearing (which could result in probation, suspension or expulsion)	
3	● 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 (which could result in probation, suspension or expulsion)		
4	● Possession and/or taking of illegal substances on campus ● Substance use or 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	● Sexual and/or gender-based violence against another ● 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 ● Actual 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			

PLEASE NOTE:

- The Disciplinary Code and Action steps to be taken, as well as the categorisation 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.

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Student Complaints, Grievances and Appeals Policy

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. 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. This does not count against the student's academic record in any way. Student records are stored and administered in electronic format in a safe, secure and access controlled database.

- Students may request the **outcome** of the complaint/grievance in writing.

- All complaints and grievances are kept in regulation with the Department of Higher Education and Training and are subject to an annual audit. This creates transparency between SACAP and the Department of Higher Education and Training.

- 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 an unresolved complaint that may result in disciplinary action against a staff member, or another student or an external inquiry conducted and recommendation provided if the grievance is against an Educator.

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 deviated from their responsibilities or from SACAP's Code of Conduct and/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 found 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 where applicable.

2. Submitting the completed complaint form to the Student Support and Development (SSD) Department via email only.

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

3. The student must make an appointment to speak to the SSD Department to obtain advice and assistance with the complaint process.

4. The SSD Department will present the complaint to the relevant authority.

5. The SSD Department representative will inform the student in writing of SACAP's recommendation within 14 working days of the complaint having been addressed in the meeting between SSD Department and the Student.

6. In some cases, the outcome may be the recommendation for a mediated meeting held between the complainant and respondent.

7. It should be noted that the majority of our educators are private contractors to SACAP. Should a complaint be lodged against one of our private contractor educators, a formal external inquiry may be conducted and a recommendation provided by the external inquiry panel.

8. A record of the student's complaint and the outcome of the matter will be kept in the Student's Academic Profile.

9. If the student is dissatisfied with the outcome, the student may escalate the matter by completing the grievance process.

PLEASE NOTE: *Complaints submitted via email will be investigated by SSD and they will encourage the student to complete the formal process where applicable.*

Student Grievances

The following process must be followed:

A student may lodge a grievance by:

1. Completing the grievance form found 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. List the efforts already made to resolve the grievance under point b.

    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 SSD via email only.

3. SSD 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 a resolution. The arbitrator will decide where the cost of arbitration lies.

    d. It should be noted that Educators are private contractors to SACAP. Should a grievance be lodged against an Educator, a formal external inquiry may be conducted and a recommendation provided by the external inquiry panel. This

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would not follow SACAP's internal disciplinary action process as Educators are not in the employ of SACAP.

5. The student will receive formal feedback about the investigation from the SSD.

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 (found on MySACAP), providing motivation for the appeal.

4. The student must submit the completed appeals form to SSD via email only.

5. SSD 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's profile.

Assessment Appeals

All students have 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 as well as understand the feedback that was provided. This should be followed up via email between the student and educator.

- 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 the SSD Department

- The SSD Department 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 14 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 (a grading period of two weeks applies).

- 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.

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

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.

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

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.

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 including: *Ebscohost*, *JSTOR*, *SABINET* as well as other open-access educational resources.

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.

Most library hard copies are available on open shelves for self-retrieval. Selected materials are kept in the reference section of the library and are not for loan.

- **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 EBSCO, Jstor, Sabinet, and a selection of eBooks.

- **Journals:** available for use via MySACAP.

- **Computer terminals:** available to students via booking for **3 hours per session** during operational library hours (depending on capacity).

- **Photocopier:** available to students during operational library hours.

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

- **Study area:** available to students during operational library hours**.**

- **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 <u>must</u> 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 students a reminder that the library will be closing 15 minutes prior to closing, so that students can log out of computers and/or borrow any books.

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 employed staff, contracted educators and research supervisors, and registered students 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, office and storage areas 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.

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

Photocopying and Printing

- Students must ensure that they always have their access/student card present for printing.

- Students are responsible for purchasing copies. Credits can be purchased at reception and are charged per page.

- Only A4 black and white prints are available.

- No scanning facilities are available.

- The library provides no cash refunds for printing errors. The library will, however, issue reprints for any equipment or system error, which may include but is not limited to: Paper jams; Poor quality prints due to low toner levels; Random character appearances; Print sent, but not released.

The following circumstances do not merit a reprint:

- If student prints the incorrect number of pages.

- If student selects the wrong print settings (such as margins or duplex/simplex/landscapes and portraits).

- If the student prints the wrong document.

- All instances where errors occurred due to student user error.

Borrowing and Returning Library Materials

- **Undergraduate** students are allowed to borrow a maximum of **three books** at a time, for **one week or less.**

- **Postgraduate** students are allowed to borrow a maximum of **four 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.

- 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.

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

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 **3 hours 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 accounts/profiles once they have finished using a library-based PC. SACAP is not responsible for any actions taken by other parties where a student has not logged off from their personal accounts and their personal information has been used without their consent. The Disciplinary Policy will, however, apply to any student who uses the personal data of another, without their permission.

- Violation of these rules may 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 books are used in the library, the student must not return these to the shelves, but place them 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

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

- Library fines or payment in lieu of lost books should be made at Reception.

- 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 outstanding 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.

- Students with outstanding library fines/books may not be permitted to graduate.

- 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.

- When a fine reaches R100 on a book, the book is then regarded as lost and the borrower will be required to pay for the replacement value of the book.

E-Resource Centre and the Use and Access of Electronic Resources

Access to and use of electronic resources and online content is restricted to authorized users within the SACAP Community, the term "Authorized users" includes people who are currently associated with The South African College of Applied Psychology such as educators, staff and students.

Authorized users are responsible for using these electronic resources for individual, non-commercial use only.

Commercial use, which is defined as but not limited to, the reselling and redistributing the contents from databases/electronic resources, is strictly prohibited.

Students have direct access to a well-stocked e-Resource Centre, including online library resources such as:

- eBook Collection (EBSCOhost)

- APA PsycArticles

- Psychology and Behavioral Sciences Collection

- Sociology Source Ultimate

- Regional Business News

- Business Source Premier

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

- Audiobook Collection (EBSCOhost)

- SAHARA
  SA Journal of Psychology

- JSTOR

- Sabinet

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: EBSCO, JSTOR, SABINET and open-access educational resources.

Prohibited Actions on the Use of Electronic Resources:

- Any systematic or substantial reproduction of the information provided in the database or electronic journal or creation of imitative works.

- Any systematic, bulk or automatic downloading from the databases/e-resources.

- Systematic downloading or printing of entire journal issues or volumes, or large portions of other e-resources.

- Any distribution of the information contents of the databases, or material downloaded from the databases/e-resources to non-authorized users.

- Disseminating or making online content available to unauthorized users.

- Facilitating use or access by non-authorized users, including sharing your allocated off-campus password or other login information with anyone who is not registered with the College.

Copyright

- The use of online databases or e-resources is governed by copyright law and the restrictions placed by the Publishers.

- The Library endeavours to comply with the copyright laws and promotes compliance among its users and staff.

- Students are required to familiarise themselves with Publisher permissions before downloading books from the databases.

- Downloading entire collections of data or entire issues of a journal or electronic book is a violation of the copyright law and thus, is strictly prohibited.

Further information and support documentation for SACAP's digital library and resources is available on MySACAP.

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.

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 the 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.

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 Note: Please see the Examination Policy for all relevant information specifically related to SACAP examinations, the SACAP examination process, and open-book assessments]

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, and module engagement), as described in the module outlines.

An integrated assessment approach, which considers a number of outcomes that are assessed together using different methods and formats, is often utilised to support learning. The student is, therefore, required to demonstrate an achievement of multiple outcomes within the assessment task as exemplified in the module outline and to show that students are able to integrate concepts, ideas, and actions both within and across modules to achieve competence.

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 exemplifies one of the strengths of the teaching and learning approach at SACAP. Formative assessment is assessment designed to feed into further learning, and is important for the learning process. Formative assessment measures can be both formal and informal with the aim to support,

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inform and direct learning throughout the learning process. The focus in formative assessments is to enhance learning.

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. 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. These 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 assessment has as its aim the evaluation that learning has taken place, and the extent to which this learning has been successful. 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 assess 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, as well as re-submission 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.

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 into 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 Support and Development of all instances of plagiarism and where students are struggling academically.

- Must inform Student Support and Development of all re-submissions by completing the relevant tracking forms.

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.

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Load-Shedding

Load-shedding is a South African reality. As such, it is the student's responsibility to ensure that they make the necessary arrangements to complete their assessments timeously and ensure that their assessments are submitted by the prescribed due date in order to avoid late penalties even in the event of load-shedding.

Similarity Checking Software

Similarity checking software allows for student written work to be uploaded and matched for similarity against content on the web and all other assessments submitted through SACAP's similarity checking software. 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 an educator or Student Support and Development on the campus to determine if there has been plagiarism. If plagiarism is found it will be dealt with in accordance with the Academic Integrity Policy.

SACAP recognises the use of similarity checking software 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 through the similarity checking software to check their own work and self-correct prior to final submission.

As such, similarity checking software 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 submissions 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 using the VoiceThread link provided under the relevant session. All video file submissions must be compatible for viewing on all major devices.

Please note that if these recording requirements are not met the 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 Support and Development and/or Administration team immediately for assistance. The student must ensure that they make contact with the Student Administration team **before the assessment due date and time**.

SACAP provides recording facilities on campus for students to make use of. 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 Support and Development 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.

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 the assignment as expediently as possible. The graded assessment will be returned via MySACAP and standard grading timeframes will apply.

- This policy applies to both on campus and online students for all online learning 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.

Assessment Penalties

Penalties represent consequences of not adhering to the regulations and/or criteria stipulated for each assessment. Conditions for every assessment are presented in the module outlines. Educators must apply penalties to the assessments and the final grade uploaded on MySACAP.

Word Count Penalties

The degree of penalty (e.g. projects, essays, literature reviews, case studies, individual and group presentations) is based on the suggested word count for the particular module assessment indicated in a Module outline. If a student goes over the word count limit, the following penalties should be applied:

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

1. Students **will not** be penalised if they exceed the stipulated word count limit by up to a maximum of **10%**.

2. Thereafter, if the word count exceeds the permitted 10%, then 10% will be deducted from the overall assessment grade.

3. Any content over and above 20% of the stipulated word count limit will not be considered towards the final grade. In other words, students will NOT be graded on content that is outside of the accepted word count.

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 on 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.

- The late submission penalties below do not apply to open-book assessments. The Examination and Open-Book Assessments Policy should be consulted for penalties applied to open-book assessments.

NQF	Penalty applied	Programmes applicable
NQF 5 modules (e.g. First year modules of undergraduate studies)	• Assessment due date: No penalty. • 1 day late (i.e. 1 min – 24hrs late): 3% will be deducted • 2 days late (i.e. 24hr – 48hrs late): 5% will be deducted • 3 days late (i.e. 48hrs – 72hrs late): 10% will be deducted • 4 days late (i.e. 72hrs – 96hrs late): 15% will be deducted • 5 days late (i.e. 96hrs+ late): the assessment will not be marked and a grade of 0% will be applied	• Higher Certificate in Counselling and Communication Skills • Diploma in Counselling and Communication Skills • Bachelor of Psychology • Bachelor of Applied Social Science
NQF 6 modules (e.g. Second year modules of undergraduate studies)	• Assessment due date: No penalty. • 1 day late (i.e. 1 min – 24hrs late): 5% will be deducted • 2 days late (i.e. 24hr – 48hrs late): 10% will be deducted • 3 days late (i.e. 48hrs – 72hrs late): 15% will be deducted • 4 days late (i.e. 72hrs – 96hrs late): 20% will be deducted • 5 days late (i.e. 96hrs+ late): the assessment will not be marked and a grade of 0% will be applied	• Advanced Certificate in Counselling and Communication Skills • Diploma in Counselling and Communication Skills • Bachelor of Psychology • Bachelor of Applied Social Science
NQF 7 modules	• Assessment due date: No penalty.	• Bachelor of Psychology

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(e.g. Third year modules of undergraduate studies)	• 1 day late (i.e. 1 min – 24hrs late): 5% will be deducted • 2 days late (i.e. 24hr – 48hrs late): 10% will be deducted • 3 days late (i.e. 48hrs – 72hrs late): 15% will be deducted • 4 days late (i.e. 72hrs – 96hrs late): 20% will be deducted • 5 days late (i.e. 96hrs+ late): the assessment will not be marked and a grade of 0% will be applied	• Bachelor of Applied Social Science
NQF 8 modules *Except the PGDC (See below)* (Postgraduate studies)	• Assessment due date: No penalty. • 1 day late (i.e. 1 min – 24hrs late): 5% will be deducted • 2 days late (i.e. 24hr – 48hrs late): 10% will be deducted • 3 days late (i.e. 48hrs – 72hrs late): 15% will be deducted • 4 days late (i.e. 72hrs – 96hrs late): 20% will be deducted • 5 days late (i.e. 96hrs+ late): the assessment will not be marked and a grade of 0% will be applied	• 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 *And the PGDC (NQF 8)* (Postgraduate studies)	• 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 Coordinator prior to the assessment due date. • 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.	• Postgraduate Diploma in Coaching (NQF 8) • Master of Social Science in Community Mental Health Promotion (NQF 9)

Re-submission of Assessments (<u>Not</u> 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 <u>only</u> 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.

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- The educator will inform both the student and the relevant campus Student Support and Development 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. The educator is required to inform Student Administration of the due date for the re-submission.

- 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 is 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.

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 Academic Integrity 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 an overall 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 arranged and completed within a set time as determined by the relevant campus Student 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.

Conditions for re-evaluation:

1. **For exam modules:** The student must apply for a supplementary exam. If they fail the supplementary exam, they must repeat the module.

2. **For non-exam modules:** A re-evaluation can only be offered for a final module, if the student has attempted to fulfil all requirements (e.g. submitted all re-submissions but failed).

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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 Support and Development 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. Summative assessment usually has as its aim the evaluation that learning has taken place, and the extent to which this learning has been successful. 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. If the intention is to measure the 'sum of the learning', a summative assessment is recommended. Although mid-module assessments occur, they are primarily used to support, inform and direct learning throughout the learning process.

Written Examinations (Campus-Based Model of Teaching and Learning)

Examinations are written in a limited 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, they 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.

Campus-Based Student Code of Conduct during Examinations

- Students are responsible for bringing their own stationery. No borrowing and lending of

stationery will be permitted once the examination has commenced.

- 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.

- Should a student need to leave the exam venue while the exam is in progress, they must be accompanied by an invigilator.

- 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 the Student Support and Development Department 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.

Campus-Based Student Examination Venues

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

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 a student's studies. Open-book assessments have time limits that are tightly controlled through MySACAP. At the predesignated time and date, the open-book assessment question paper will become available for download in the MySACAP classroom. Students are then required to complete the assessment within the allotted time and upload their answer sheet on MySACAP before the stipulated deadline. Students will only have one opportunity to submit the assessment and will be unable to retrieve their work once submitted.

The following rules and conditions apply to open-book assessments:

- 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

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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 deadline.

- Extra time will be allocated before and after an open-book assessment to provide students with enough time to download and upload their work. All students writing open-book assessments are allowed an additional 5 minutes before the start to download and prepare for the assessment as well as an additional 10 minutes at the end to upload their answer sheets. 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 via email or hardcopy. Assessments submitted in these formats will not be accepted and/or graded.

- All answers should be written in the student's own words and all sources must be cited accordingly and accurately according to the most recent APA guidelines, unless stated otherwise in the assessment criteria. Answers that have been copied and pasted from any source is considered plagiarism and the process for managing plagiarism, as outlined in the Academic Integrity policy, will be followed.

Please note: Plagiarism found in an open-book assessment or examination is considered cheating and a 0% grade will be allocated. In such a case, a supplementary exam or reassessment will not be permitted.

Open-Book Assessments and Loadshedding

Loadshedding is a South African reality. However, it is the student's responsibility to ensure that they make arrangements around load-shedding to complete their open-book assessments.

In the event of load-shedding, the student is required to check their loadshedding schedule and, if it is during the time of the open-book assessment, make suitable arrangements to go where uninterrupted Wi-Fi is available during loadshedding to sit the assessment, such as a SACAP. The student must ensure that their laptops have sufficient battery to last the duration of loadshedding, and if necessary have mobile data available to use their phone as a Wi-Fi hotspot for downloading and uploading the open-book assessment as a backup solution.

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 Support with valid reasons for their lateness, will automatically fail the examination and may have to repeat the module.

Oral Presentation Examinations:

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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 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.

Examination and Open-Book Assessment 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 examinations.
    - The grade provided by an educator is regarded as final.

Special Examinations - 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 disabilities and/or learning differences, which compromises 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.

The College reserves the right to request an updated concession assessment report provided by a relevant registered 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 the Head of Student Services and complete an

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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.

- 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.

- 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.

Cheating

Cheating in an examination or open-book assessment 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.

General Assessment Grading Guidelines

Mark Range	Description of Grading Categories

A
75% and above
	Excellent
	• Represents a high level of information gained, ability to use methodology, ability to communicate and evidence or 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:
	   ○ 90+: creative and sophisticated
	   ○ 80+: striking insight demonstrated
	   ○ 75+: excellent in all areas and displaying originality

B 70% – 74%	**Above Average** • 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** • 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** • 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. • Structure: Adequately presented and generally logical. • General: Superficial and of low quality in a number of areas.
F Below 50%	**Unacceptable** • 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.

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	• Structure: Argument sketchy, loose ends, disorganized.
	• General:
	o 40-49: some knowledge but poorly presented
	o 30-39: answered only in part and flawed
	o 20-29: deeply flawed or unacceptably brief
	o 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.

Module Completion Policy

"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.

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.

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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 Skills, the Bachelor of Applied Social Science, Bachelor of Social Work 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 exceed this number, the student may be placed under academic performance review (See Academic Performance Review Policy) or be asked to suspend their studies. This is reviewed on a case by case basis.

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 Skills, the Bachelor of Applied Social Sciences, Bachelor of Social Work 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.

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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

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)

Diploma in Counselling and Communication Skills

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)

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

Fundamentals of a Helping Relationship	Prerequisite for Counselling Skills and Process Development

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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 Fundamentals 1	Prerequisite for Business Management Fundamentals 2
Employee Relations Management 1	Prerequisite for Employee Relations Management 2
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)
Work Integrated Learning Part 1	Prerequisite for Work Integrated Learning Part 2 (Placement)

BAppSocSci: Business Management specific modules

Business Management Philosophy and Concepts	Prerequisite for Corporate Governance, Ethics and Citizenship in Business Management
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)
Work Integrated Learning Part 1	Prerequisite for Work Integrated Learning Part 2 (Placement)

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

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	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

Bachelor of Social Work

Introduction to Psychology A	Prerequisite for Introduction to Psychology B
Counselling Modalities 1	Prerequisite for Counselling Modalities 2
Introduction to Generalist Practice	Prerequisite for Micro Practice, Meso Practice and Macro Practice
BSW Work Integrated Learning 1	Prerequisite for BSW Work Integrated Learning 2
Statistics for the Social Sciences	Prerequisite for Applied Research Methodology
Micro Practice	Prerequisite for Advanced Micro Practice
Meso Practice	Prerequisite for Advanced Meso Practice
Macro Practice	Prerequisite for Advanced Macro Practice
BSW Work Integrated Learning 2	Prerequisite for BSW Work Integrated Learning 3
Applied Research Methodology	Prerequisite for Research Thesis
BSW Work Integrated Learning 3	Prerequisite for BSW Work Integrated Learning 4

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 Programme

Research Methodology	Co-requisite for Research Thesis

BPsych Equivalent Programme modules only

Psychometric Assessment for the RC	Prerequisite for Psychometric Practice

Academic Performance Review Policy

Academic Performance Review (APR) 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 student to take responsibility for their own learning and use the resources made available to them.

The supportive interventions engaged in under the academic performance review may include, but are not limited to the following:

- Probation for a specified period;

- Professional referral and/or career assessment with written feedback (on campus or external);

- Compulsory academic counselling and workshop attendance;

- Adjustment of study plan and workload; and

- Other conditions may accompany the above.

A student could be placed under an academic performance review in the event of the following:

- Failing two or more modules in the same term;

- Failing the same module twice in the academic programme;

- Three incomplete grades due to non-submission of assessments across the programme of study; and/or

- A pattern of poor class attendance and/or module engagement.

The academic performance review procedure is carried out as follows:

1. The student is identified by Student Support and Development, the Programme Coordinator, and/or by an Educator by completing a Student Tracking Form.

2. The Department of Student Support and Development notifies the student that has been placed on academic performance review and sends the student with a number of interventions to enhance their academic performance and/or development.

3. The student selects a suitable intervention from the list provided. Thereafter, and the Student Support and Development Department records this in writing and can request a report back from the student after the completion of the intervention as part of the academic performance review process.

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4. Student Support and Development must communicate to the student, verbally and in writing, the conditions of the academic performance review. For example, that the student needs to pass all the modules that are taken during the term in which they are under review.

5. Student Support and Development must ensure that the student understands the consequences for not meeting the conditions of the academic performance review. For example, that failing a module again could result in the student remaining under academic performance review for another term.

6. Once the academic performance review period has passed, a second meeting will be held with the student and the Department of Student Support and Development will review the student's academic progression.

7. A copy of the outcome of the academic performance review process is retained in the student's file for the duration of their studies.

8. In the event that the student has not met of maintained satisfactory academic progress to be removed from being assigned academic performance review status, the student will receive a formal written notification that they have not met or maintained satisfactory academic progress and have been re-assigned academic performance review status.

9. If after two consecutive terms of being on APR a student has not made adequate progress, then the student will be asked to defer and/or extend their studies.

Failure to adhere to the conditions of academic performance review as determined by the Department of Student Support and Development can result in a disciplinary hearing.

Should the student wish to appeal the outcomes of the disciplinary process, they should follow the procedures outlined in the Student Complaints, Grievances and Appeals Policy.

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 their module.

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. This 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 compromises 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, regardless of mode of delivery.

2. For on-campus classes, the minimum requirement is 80% attendance in a module, e.g. 8 out of 10 classes, unless otherwise specified in the module outline.

3. Online student attendance is monitored and tracked through student engagement. After two weeks of non-engagement, the educator will complete a student tracking form and submit it to the Student Support and Development (SSD) Department to follow up with the student.

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4. All student's asynchronous online activities are monitored and tracked through student engagement. After two weeks of non-engagement, the educator will complete a student tracking form and submit to the Student Support and Development (SSD) Department to follow up with the student.

5. The following modules are exceptions to the minimum requirement of 80% attendance in a module:

   - 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)

   - For Work Integrated Learning /practicum module(s), please refer to the Work Integrated Learning (WIL) policy.

6. SACAP requires that students attend all classes for the full duration of class. Students **arriving more than 15 minutes late or who leave more than 15 minutes early**, will be regarded as **absent** for that class on the basis of lateness.

7. Students who have not met the minimum requirements described in point 2 will fail the module and the module will have to be repeated at the full module cost.

8. Students who have not met the minimum requirements for attendance as described in point 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), **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 on a regular basis.

- 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 (no queries may be submitted after this time). 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 the minimum requirements for attendance as described above can request leniency from the SSD Department.

- 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 the SSD Department regarding SACAP's deferral policy.

- The SSD Department will look at all leniency requests on a case-by-case manner to ensure the best possible outcome is achieved.

- 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 following process should be adhered to:

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

- 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 procedures
  - ill health
  - unforeseen immediate family emergencies

- Vacations and work commitments are not seen as a valid reason for class absenteeism.

- The SSD Department reserves the right to consider each leniency request on a case-by-case manner.

- The SSD Department communicates the outcome of the request to the student within 10 working days of it being received (provided documentation is received timeously).

Academic Integrity Policy

The purpose of the Academic Integrity Policy is to establish a framework within which to discourage, prevent and manage plagiarism cases consistently across 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. This policy should be read in conjunction with the Student Code of Conduct and Disciplinary Code.

SACAP requires students to act with integrity, to uphold ethical standards and to take responsibility for the production and presentation of their academic work.

Scope of Policy

To achieve academic integrity, the Academic Integrity policy includes the following:

a. Definition of plagiarism.

b. Informative, educative and preventive mechanisms.

c. Outcomes of plagiarism and academic misconduct**.**

A. Definition of Plagiarism

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

- Words

- Images

- Ideas

- Opinions

- Discoveries

- Artwork

- Music

- Designs

All forms of plagiarism can be deliberate, but not all plagiarism is deliberate and can be unintentional (APA, 2020). However, in academia, even unintentional plagiarism is plagiarism and considered a serious offense. The following are examples of plagiarism:

- Direct copying without crediting the source.

- Translating without crediting the source.

- Paraphrasing someone else's work and not crediting the source.

- Piecing together sections of the work of others into a new whole and passing it off as your own (i.e., not using quotation marks or crediting the sources).

- 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.

- Over-quoting (i.e. using too many direct quotes, even if the sources of the quotes are credited).

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

- 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 in-text citations and references according to the most recent version of the *Publication Manual of the American Psychological Association*. In order to avoid plagiarism, the following should be adhered to:

- Only hand in your 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 all information is sourced.

- Personal opinions in assessments still need to be substantiated with the relevant literature.

- Paraphrase the words and ideas of others and reference accordingly.

- When necessary, directly quote the words and ideas of others and reference accordingly.

- Efficient time management when researching, writing and referencing in assessments will help in reducing plagiarism incidents resulting from rushed work.

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 may 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 interventions on APA referencing, academic writing and a peer-assisted learning programme.

Furthermore, all assessments are automatically submitted through an electronic similarity checker via MySACAP. All students are able to submit a draft of their assessment through this similarity checker prior to final submission in order to self-check and self-correct any instances of similarity. However, students should not only rely on the similarity checker for instances of similarity. For example, the similarity checker may not detect self-plagiarism until final submission. It is recommended that students submit their assessment drafts through the similarity checker a minimum of 2 days prior to submission due date.

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. Minor incidences of inadequate referencing will result in the student receiving a warning and the student will be required to attend compulsory academic counselling.

If a student commits plagiarism, the educator will note plagiarism on the student's assessment. Feedback will be provided on the submission, identifying areas construed as plagiarism. This feedback will be uploaded onto MySACAP and a grade of zero will be assigned. Once the Student Support and Development (SSD) Department has been alerted by the educator, they will investigate and provide an outcome to the student. SSD can, if needed, consult with the relevant Head of Teaching and Learning if guidance is needed on making a decision.

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 in their first assessments. These will all be considered first offences and the same penalty will apply.

Incidents of academic misconduct are accumulative throughout a student's duration of study at SACAP.

Important:

- All incidences of plagiarism will be recorded and documented. The number of incidences mentioned in the table below refer to ALL incidences in the student's time at SACAP. Previous offences will be noted accordingly.

- Academic counselling referred to below, may be individual or in a group setting.

- All academic counselling will be arranged via the Student Support and Development Department.

Outcomes of Academic Misconduct
Poor academic writing
If a student carelessly 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 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. Students who exceed the word count stipulated for an assessment could expect an additional 10% deduction.
Open-book assessments and examinations
Plagiarism found in an open-book assessment or examination is considered cheating and a 0% grade will be allocated. In such a case, a supplementary exam or reassessment will not be permitted.
NQF 5

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. The assessment should not be graded prior to the educator receiving confirmation that the student has attended the mandated academic counselling. If student does not attend academic counselling within the 10 days, they forfeit the option to resubmit. If they cannot attend for legitimate reasons, they must make contact with SSD within 10 days.

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

	A period of 10 calendar days (from being notified on MySACAP that there is evidence of plagiarism) 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. The assessment should not be graded prior to the educator receiving confirmation that the student has attended the mandated 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.
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. The Disciplinary hearing may result in probation, suspension or expulsion.
Plagiarism in Resubmission	The student will receive 0% with no opportunity of resubmission. Academic counselling will be compulsory. A Disciplinary Hearing will be held. The Disciplinary hearing may result in probation, suspension or expulsion.
NQF 6 and 7	
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. The assessment should not be graded prior to the educator receiving confirmation that the student has attended the mandated academic counselling. If student does not attend academic counselling within the 10 days, they forfeit the option to resubmit. If they cannot attend for legitimate reasons, they must make contact with SS within 10 days. 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. The 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. The Disciplinary hearing may result in probation, suspension or expulsion.
Plagiarism in Resubmission	The student will receive 0% with no opportunity of resubmission. A disciplinary hearing will be held. The disciplinary hearing may result in probation, suspension or expulsion.
NQF 8 **(e.g. Professional Programme 4th year, Honours degrees, and Postgraduate Diplomas)**	
1st incident	The student will receive 0% with an opportunity of resubmission for a maximum of 50%. 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. The assessment should not be graded prior to the educator receiving confirmation that the student has attended the mandated academic counselling. If student does not attend academic counselling within the 10 days, they forfeit the option to resubmit. If they cannot attend for legitimate reasons, they must make contact with SSD within 10 days.

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2nd incident	The student will receive 0% with no opportunity of resubmission. A disciplinary hearing will be held. The disciplinary hearing may result in probation, suspension or expulsion.
Plagiarism in Resubmission	The student will receive 0% with no opportunity of resubmission. A disciplinary hearing will be held. The disciplinary hearing may result in probation, suspension or expulsion.
NQF 9	
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. A disciplinary hearing will be held. The disciplinary hearing may result in probation, suspension or expulsion.

The Work Integrated Learning Policy

Work Integrated Learning (WIL) provides students with the opportunity to gain practical experience within the student's respective field of study. Students will collaboratively engage with respective organisations or projects within 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 Skills (Dip)
- Bachelor of Applied Social Science (BAppSocSci)
- Bachelor of Social Work (BSW)

WIL Prerequisites (Part 1 and Part 2 where applicable)

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).

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 Part 2, students need to upload all necessary documentation on MySACAP portal for their relevant WIL co-ordinator to access prior to the start of WIL part 2. **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.

Students completing the Alternative Assessments may only defer for a maximum of 2 academic terms.

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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).**

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 sites.

- 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 meeting the attendance requirements for both individual and group supervision sessions.

- The minimum overall pass grade for the WIL module is **60%.**

- A student will be eligible for an assessment resubmission should they receive a final grade of **45 - 59%.**

Attendance

All students are required to participate in _**all WIL activities**_ as per their module outline. Face to Face and Online Live students may miss no more than 2 preparatory workshops in WIL 1. Online-Flexi students may miss no more than 1 live session and would need to actively participate in all asynchronistic activities (inclusive of voice-thread activities) in WIL 1. 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 will be allocated individual and group supervisors by the SACAP WIL department. Students will not be able to choose or request a supervisor. Should a student have a particular concern with their allocated supervisor/s, such students would need to inform their respective WIL coordinator or Head of WIL with immediate effect.

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- 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 are to take place Monday-Friday during the hours of 09:00-15:00, 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. Supervision for students that are completing the alternative assessments for WIL part 2, supervision will take place every alternate week. 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.

- 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.

- In addition to the module outline, students are required to regularly check (weekly) their MySACAP WIL classrooms for any notifications from their WIL Coordinator/Educator.

- All assessments (including the Oral Presentation) will be submitted through Unicheck 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

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whilst in WIL. The following Student Professional Code of Conduct sets out the responsibilities expected of a SACAP student whilst engaged in the WIL module. 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.

- 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 24 hrs prior to their final Oral Presentation.

- Fails to obtain the minimum requirement of 60% for their final overall WIL grade.

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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.

The onus falls on the student to acquaint themselves with their respective study plan and to initiate communication with the respective administrative departments regarding eligibility for the amended programme. 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 three preparatory sessions.

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 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.

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

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.

Certification and Graduation Policy

Certification

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 stored and administered in electronic format in a safe, secure and access controlled database.

- 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 at the institution (i.e. the list of all modules), whether or not a qualification has been awarded.

- An official hard copy academic transcript will be issued to a student on completion of their full qualification, including a transcript supplement.

- An official encrypted, password protected digital copy of the 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 an (incomplete) transcript when one is requested during the natural course of their studies prior to exit.

3. Official Certificate

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

- An official hard copy Certificate will be issued to a student on completion of their full qualification at the following graduation ceremony.

- An official encrypted, password protected digital copy of the Certificate will be issued to a student on completion of their full qualification.

- Student information is taken from SACAP's student database. This database has limited restricted access. Only relevant SACAP stakeholders have access to this database.

- 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 authorised 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).

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Part A: All Degrees and Postgraduate Diplomas

A 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 <u>each academic year</u>, and in <u>every module</u> of the <u>exit level</u> of a qualification (full-time and part-time studies), or

  ii.   Achieved an average overall grade of 75% in <u>every module</u> 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 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 <u>each academic year</u>, and in <u>every module</u> of the exit level year of a qualification (full-time and part-time studies), or

  ii.   Achieved an average overall grade of 85% in <u>every module</u> 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.

Part B: Undergraduate Diplomas and Certificates

An undergraduate 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 <u>each academic year</u>, and in <u>every module</u> of the exit level of a qualification (full-time and part-time studies), or

  ii.   Achieved an average overall grade of 75% in <u>every module</u> 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 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 <u>top 10% of graduating students</u>. This award is for overall outstanding academic achievement.

To receive this award, the qualifying student must have:

   i.   Obtained an average of at least 75% in <u>every module</u> of a given qualification.

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ii. Successfully completed all modules in the qualification at the first attempt and without recourse to supplementary examinations.

iii. 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 Skills (Contact and Distance)	2 years	5 years
Bachelor of Applied Social Science (BAppSocSci) (Contact and Distance)	3 years	7 years
Bachelor of Psychology (BPsych) (Contact only)	4 years	5 years
Bachelor of Social Work (BSW) (Contact only)	4 years	5 years
Postgraduate Diploma in Coaching (Contact only)	18 months	3 years
Bachelor of Social Science Honours in Human Resource Management (Contact and Distance)	1 year	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	4 years

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