



It's the way we're *wired* 

POLICY INFO



**GET IN
TOUCH
WITH US**



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POLICY BOOKLET

General/introduction	2
Admission	2
Selection	4
Recognition of Prior Learning	4
Credit Accumulation and Transfer	5
Language of instruction	6
Protection of Private Information Act 4 of 2013 (POPIA): Sharing Student Information	8
Non-disclosure	9
Cancellation	11
Code of conduct	11
Smoking	14
The use of marijuana	15
Harassment	16
Business activity by students	21
Internet Usage and Social Media policy	21
Health and safety	22
Student representative council (SRC)	22
Students with special needs	23
Attendance	25
Academic Performance	27
Learning materials	27
Assessment	28
Plagiarism	33
Moderation	35
Examination	37
Invigilation	42
Pass requirements	42
Experiential learning	45
Monitoring and evaluation	47
Research	49
Research Code of Ethics	51
Research supervision	54
Certification	56
Intellectual property	58
Academic staff development	59
Campus maps for smoking areas	61

General/introduction

The policies and procedures in this handbook are the basic rules of the Belgium Campus, which students are expected to know and comply with at all times. If a student is uncertain about any of these rules, it is the student's responsibility to obtain clarification from the SRC, lecturers or general BC staff members.

1. Any damage to Campus property by a student will be paid for by any student who wilfully or negligently causes such damage.
2. Students' behaviour must reflect Belgium Campus's image. This consists of a consistent non-violent, orderly, proper approach, on or in the immediate vicinity of the Campus premises, towards an office-bearer or member of a managerial body of the Campus or staff member, a fellow-student or any other person.
3. Students are expected to comply with lawful instructions or requests from any official body or staff member of the Campus at all times.
4. Any form of littering by any student whilst on Campus is strictly prohibited.
5. Eating or drinking is only allowed outside of the classrooms.
6. Students are not allowed to physically connect to the Campus network, unless authorised by Management.
7. Students must switch off their mobile phones during lectures and students may not have their mobile phones in their possession during an examination session.
8. Students may only place material relevant to their course on the Campus network.
9. Students must adhere to the dress code at all times. Please refer to the Dress Code or the rules regarding the uniform.

Admission

1. No restriction is placed on any candidate's age, sex, or any demographic or cultural classification. Any candidate who meets the minimum academic requirements may enrol for study at the institution. The institution will under no circumstances tolerate or practice discrimination on the basis of race, sex, age, sexual preference, religious belief, or any other basis, as specified in the constitution and also as part of the institution's values.
2. The institution will endeavour to attract a student body that reflects the demographic profile of the population of the Republic of South Africa. The institution wishes to widen access to higher education and promote equity of all individuals.
3. No upper bound is set on the number of students who may enrol for study at the institution.

First Admission

1. A candidate must possess a National Senior Certificate (NSC) as certified by a national certifying body for basic education (Umalusi). No bias exists between state NSC and IEB (Independent Examinations Board) matriculants.
2. The Matriculation Endorsement on the certificate will determine the highest qualification that a candidate may enrol for. The endorsement specifies whether the candidate may enrol for study for a diploma or a bachelor degree.
3. A candidate with endorsement for a higher certificate, may be considered, on the condition that the candidate achieves a passing grade for an aptitude test. Such an aptitude test requires no prior knowledge of Information Technology, but tests traits essential to success in this field such as logical reasoning and pattern recognition. The purpose of such a test is to assist a candidate in identifying whether they possess the aptitude to complete a programme successfully before investing their resources.

4. A candidate wishing to directly enrol into the Bachelor of Computing or Bachelor of Information Technology programme, must obtain 50% or more for Pure Mathematics (on their National Senior Certificate). In the instance where the student does not qualify for direct entry, the student may attend an Introductory Mathematics module before the academic year commences. This module will present basic mathematical concepts and techniques that will be important for the first academic year of a degree programme. If the candidate obtains 65% or more for the module, the candidate may enrol into the Bachelor of Computing programme. If the candidate passes (at least 50%) this module, the candidate may enrol into the Bachelor of Information Technology programme. If the candidate is not successful with this module, the candidate may still enrol for the diploma programme.
5. No prior knowledge or experience of computer science is required or assumed. Candidates who did not take a subject like Information Technology or Computer Applications Technology at school may enrol at the institution.
6. Candidates applying with foreign school qualifications must obtain and submit a Matriculation Exemption from the Matriculation Board to show that they meet the same standards.
7. Candidates may apply for recognition of prior learning. Such applications are evaluated as per the Recognition of Prior Learning policy and may result in exemption being granted for specific components of a programme.

This may admit a candidate to a higher academic year than the first or create a personalise programme of study.

Language

1. The language used for instruction and assessment is English. All students must be proficient in spoken and written English, with the exception of profoundly deaf students, where the oral mode is replaced by a manual mode of communication. All candidates should possess a passing grade at school in English as a first or additional language.
2. A special programme exists to accommodate deaf students whose first language is South African Sign Language (SASL). This is accomplished through the use of SASL interpreters, custom programme design and additional resources for assessment, as documented in the appropriate policies.

Subsequent Admission

1. A student's achievement in the previous academic year determines the programme to which they will be admitted in the next year, as specified in the Pass Requirements policy.
2. Admission in a subsequent year of study will be one of the following:
 - a. Admission to the next academic year with a standard programme if all subjects from earlier years are passed,
 - b. Admission to the next academic year with a personalised itinerary if there are failed subjects to be repeated or a bridging programme to be completed, or
3. Students, who exceed the maximum time available to complete a qualification's programme and wish to continue their studies, must apply for recognition of prior learning so that a programme may be determined to resume their studies.

Fees

1. A registration fee is payable for the first year of study, whether for an academic programme or for an experiential learning year. Admission to the year is only firm once the registration fee for the year is paid.
2. The tuition fee for a year includes tuition, books, examinations and access to laboratories and the library. Different payment options are available for the settlement of tuition fees.
3. Students are occasionally required to further purchase study material. This will be communicated with the students in advance.

Exclusion

Students who are excluded as a result of a conclusion reached in a formal disciplinary hearing will not be admitted for study at the institution again. The stated conclusion indicates the final conclusion reached after the completion of any possible appeal procedures.

Selection

Selection Criteria

1. The institution employs no bias in the testing of candidates on grounds of race, sex, culture, religion, language, sexual preference, or any other demographic category.
2. The only requirements for admission, as described in the Admission policy, are:
 - a. The legal requirement of successfully completing basic education before entering higher education for an undergraduate qualification,
 - b. Possessing an aptitude for the field of study, and
 - c. The ability to communicate in the language of instruction, namely English and in the case of profoundly deaf students, South African Sign Language.
3. The upper bound on the number of students that may be admitted is determined by the resources available. New lecturing venues are constructed to expand capacity. Academic staff members are recruited on a continuous basis to find lecturers with the requisite knowledge, skills and attitude to deliver the highest standard of education, such

Recognition of Prior Learning

Sources of Prior Learning

1. Study at Belgium Campus. The student's results from this previous enrolment will be used in the application.
2. Study at a SAQA-listed institution. The applicant must submit the proof of enrolment, academic record and curriculum details from the other institution.
3. Study at a non-SAQA-listed institution, including foreign institution. Applicant must submit proof of enrolment, academic record and curriculum details from the other institution, along with SAQA evaluation of these studies to indicate South African equivalent of achievement.
4. Work experience or other sources of non-accredited study. The applicant must submit portfolios of evidence containing narrative and examples proving mastery of the exit level outcomes at the required cognitive level, for each subject that exemption is applied for.

Evaluation Process

1. The applicant must supply documentary evidence of all information requested for the evaluation of the application for Recognition of Prior Learning.
2. Copies of documents supplied must be certified as true copies of the originals by a relevant authority.
3. Each subject in the programme course for which exemption is applied for, is evaluated in terms of NQF level, number of credits, subject content and exit level outcomes. It is necessary to demonstrate mastery of the subject in terms of all these requirements in order for exemption to be granted.
4. When fulfilment of the requirements is not clearly demonstrated, the applicant may be invited for an interview by an evaluation panel or granted access to an examination in the subject to demonstrate that the requirements are satisfied.

5. All statutory requirements regarding recognition of prior learning, credit mobility and life-long learning must be satisfied.

Result

1. If the application for any subject is successful, the student will be granted exemption for that subject in the programme course.
2. If the application is not successful, the subject will be included in the programme course being enrolled for. This may be for any of the following reasons:
 - a. The course content of previous studies does not cover the gamut of content for subject in the proposed programme course.
 - b. The course content submitted is obsolete and replaced by new requirements in the current subject.
 - c. The NQF level and credits of the earlier studies do not meet the requirements.
 - d. Some or all of the exit level outcomes are not satisfactorily demonstrated by the previous studies or practical experience.

Credit Accumulation and Transfer

Introduction

1. Credit accumulation and transfer is available when an applicant wish to enrol in a programme course for a qualification offered at our institution.
2. The purpose of this transfer is to grant exemption and transfer credits for modules of the programme course where it is satisfactorily proven that the applicant already possess the requisite skills and knowledge to satisfy the exit level outcomes of the programme module(s).
3. The process evaluates the appropriate learning that occurred during the applicant's adult life through formal studies at other institutions.
4. Applicants who have not completed their previous qualification or that was enrolled for non-degree studies that wish to enrol for the programme course of a different qualification may apply for credit accumulation and transfer when enrolling for the new programme course or qualification.

Sources of Credit Accumulation

1. Study at Belgium Campus. The applicant's results from his/her previous incomplete qualification will be used in the application for vertical articulation.
2. Study at a SAQA-listed institution. The applicant must submit the proof of de-registration from previous institution, academic record as certified copies and curriculum details from the previous institution. This is for vertical, horizontal or diagonal articulation.
3. Study at a non-SAQA-listed, foreign institution. An applicant must submit the proof of de-registration from previous institution, academic record as certified copies and curriculum details from the previous institution, along with SAQA evaluation of these studies to indicate South African equivalent of achievement.

Evaluation Process

1. The applicant must supply documentary evidence of all information requested for the evaluation of the application for Credit Accumulated and Transfer.
2. Copies of documents supplied must be certified as true copies of the originals by a relevant authority.
3. Each subject in the programme course for which credit transfer are applied for, is evaluated by academic staff, which good knowledge of subjects, in terms of NQF level, number of credits, subject content and exit level outcomes. It is necessary to demonstrate mastery of the subject in terms of all these requirements in order for credit transfer to be granted.
4. When fulfilment of the requirements is not clearly demonstrated, the applicant may be invited for an interview by an evaluation panel or granted access to an examination in the subject to demonstrate that the requirements are satisfied.
5. All statutory requirements regarding credit accumulated and transfer, credit mobility and life-long learning must be satisfied.

Result

1. If the application for any subject is successful, the applicant will be granted credit transfer for that subject in the programme course.
2. If the application is not successful, the subject will be included in the programme course being enrolled for. This may be for any of the following reasons:
 - a. The course content of previous studies does not cover the gamut of content for subject in the proposed programme course.
 - b. The course content submitted is obsolete and replaced by new requirements in the current subject.
 - c. The NQF level and credits of the earlier studies do not meet the requirements.
 - d. Some or all of the exit level outcomes are not satisfactorily demonstrated by the previous studies.

Appeal

1. Any applicant that is not satisfied with result of the application may appeal the findings of the evaluation panel in writing to the administrative dean no later than 14 days after result was provided.
2. A review panel consisting of the Executive Dean, Administrative Dean and Deputy Dean will re- evaluate the recommendation of the academic staff or evaluation panel and communicate the findings to the applicant in writing no later than 10 days after receiving appeal.

Language of instruction

1. The official languages of the Republic of South Africa, as defined in the constitution (chapter 1, section 6), are Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu. The constitution states the need to:
 - a. Elevate the status and advance the use of indigenous languages,
 - b. Promote, develop and use all official languages, the Khoi, Nama and San languages, and sign language, and
 - c. Promote and respect all languages commonly used by communities and languages used for religious purposes.
2. The official languages belong to different language groups, including Nguni languages (concentrated in South-Eastern regions), Sotho-Tswana languages (North-Western regions), West Germanic languages (South-Western regions) and smaller language families like Tswa-Ronga. Languages may be mutually intelligible among speakers of language within the same family, but not across linguistic boundaries.
3. The institution takes cognisance of and subscribes to the terms of the constitution and will not discriminate against any candidate or student on the basis of language. It is however necessary to select a language of instruction in order to provide the widest possible access to higher education.
4. The institution selects English as its official language of instruction, for the following reasons:
 - a. English is taught and learned during basic education as a first or additional language in all South African schools. It is the only official language commonly spoken by all citizens.
 - b. With the advent of pervasive globalisation and the ascendance of the internet as a means of connecting the world and a universal source of information, the use of English is dominating communication.
 - c. The field of information and communication technology defines its terms of reference and technical jargon in English, often exclusively and leading to the adoption of these terms verbatim in other languages.
 - d. The use of English enables the use of foreign academics for guest lectures and master classes, since English is a global academic language.
5. It is stressed that the selection of English as the language of instruction does not endorse this language as superior to any other, but is done for practical purposes in the spirit of delivering higher education to the widest possible cross-section of South Africans.

6. As part of the objective of widening access to higher education, the institution endeavours to offer academic learning programmes for disabled students. For most disabilities, language presents no problem as, for example, sight-impaired students learn and speak English. When the oral mode of communication is unavailable, in the case of profoundly deaf individuals, a manual mode of communication must be adopted. The experience of deaf individuals has improved from the time they were forced to communicate via lip-reading and forced articulation and today they communicate using their preferred manual mode of communication. South African Sign Language is not recognised as an official language by the constitution, but it is used by all deaf communities in the country and it is hoped that the language may achieve official status. South African Sign Language is fully-developed language with lexicon, syntax and grammar, differentiated only by the mode of communication employed.
7. Profoundly deaf users of South African Sign Language as a first language will then use written English as an additional language. Cognisance is taken of the fact that, especially when deafness is diagnosed late, deaf individuals may possess the disadvantage of linguistic disability. The institution will make provision in its teaching policies to ensure that profoundly deaf students receive all opportunities to learn effectively.

Learning Material and Assessment

1. All learning materials shall be prepared and published in English. This includes textbooks, study guides, instructions, tests and assignments.
2. All tests and examinations will be written in English. A student must formulate all answers and solutions in English.
3. All documents for students using South African Sign Language as a first language shall be moderated to render the content in English appropriate for these students. Visual recordings of instructions and questions posed will be created to accompany the distribution of the English documents.
4. All assignments, reports and projects will be formulated in English.
5. In-service training reports must be formulated in English.
6. Theses must be formulated in English.

Teaching and Learning

1. Lectures will be delivered in English.
2. For profoundly deaf students, an interpreter shall translate from English to South African Sign Language and vice versa, between lecturers and students.
3. Lecturers may assist students in their first languages other than English outside the formal classroom content, for additional explanations or consultation. Inside the classroom context, any communication initiated by a student in another language shall first be translated into English for the benefit of the entire class and then answered in English.

South African Sign Language

1. Training sessions are conducted twice a week for hearing students to learn South African Sign Language to promote communication between hearing and deaf students. This does not form part of any curriculum at present and participation is voluntary. Students will be strongly encouraged to participate as part of our joint civic responsibility.
2. Deaf and hearing students participate together in mentorship, extra-curricular, team-building and social activities.

3. A project is initiated to create manual signs for the concepts and terms of the field of information and communication technology. The project is undertaken by academic staff members, sign language interpreters and the deaf students themselves to create manual neologisms for the concepts and jargon of the field. This is necessary because these elements do not currently exist in South African Sign Language. Output is documented, recorded and made available for reference.
4. All institutional events, such as academic opening ceremonies or graduation ceremonies, will employ the services of a South African Sign Language interpreter to translate the proceedings from oral to manual mode.

Protection of Private Information Act 4 of 2013 (POPIA): Sharing Student Information

Who is responsible for payment of the student's tuition and/ or residence fees?

In an effort to continuously provide the best possible service to students and interested third parties, Belgium Campus requires additional information from students during the registration process. During the process, students will be asked to select who will be responsible for the payment of their tuition and/ or residence fees (and may select more than one option). The options are as follows:

- Private.
- Parent/ guardian and/ or family member (this includes instances where students are paying for their fees by means of a student loan).
- Sponsor (scholarship and/ or bursary provider).

By selecting "I agree" and submission, the student agrees to having any and all academic information made available to an interested third party for financial and/ or prospective employment purposes.

Belgium Campus ("BC") is committed to protecting students' privacy and recognises that it needs to comply with statutory requirements insofar as it is necessary. In terms of section 18 of the Protection of Personal Information Act 4 of 2013, BC is obligated to inform students of the following:

1. The type of information that BC will collect, process and/ or disclose which will include any personal information which can identify a student, their matriculation marks and marks from other educational institutions, including universities (where applicable);
2. The nature/ category of the information BC will process and/ or disclosure will relate to academic performance indicators;
3. The purpose of processing the information will be to consider and determine admission to BC, financial commitments (sponsorship/ backing) of interested third parties and/ or prospective employment at one of BC's industry partners;
4. BC will source the information from the student, the Department of Higher Education ("DHET") and other educational institutions (where applicable);
5. BC, may, where applicable, transfer the information to an interested third party;
6. In terms of the Higher Education Act 101 of 1997 (as amended) and BC's Academic Regulations, BC has a legal obligation to obtain such information for selection purposes;

7. Failure to consent to the processing and/ or disclosure of such information will compromise the student's enrolment;
8. Students have the right to access and to amend any information processed and/ or disclosed by BC at any reasonable time; and
9. Students have the right to direct any complaint regarding the processing and/ or distribution of their information to the Information Regulator.

Submission and agreeance of the above-mentioned will serve as confirmation that the student understands that their personal information is also protected in terms of section 50 of the Electronic Communications and Transactions Act 25 of 2002 ("ECTA"). In terms of section 51 of the ECTA, they thereby provide their express written consent to BC for the collection, collation, processing and/ or disclosure of any of their personal information, without prejudice to other legal grounds upon which BC is permitted or required to do so.

Student information that is accessible to third parties, includes:

- First names, surname, date of birth, ID no, passport no, ID picture, ID, names and contact details of parents/legal guardian/sponsor
- Residential and postal address
- Contact details (Tel, fax, cell, email)
- Medical aid information
- Subjects enrolled for
- Enrolments history and status
- Experiential learning history
- Comments added by management, H.o.D., lecturers, admin, etc.
- Disciplinary History
- Results History
- Disabilities and statistical information
- The student's contract, absenteeism, student card and financial balance

Non-disclosure

Handling of confidential information

- The student/employee/partner/company (receiving party) is required to maintain Belgium Campus's (disclosing party) confidential information in confidence and is required to protect the information to the same extent as the receiving party would protect their own.
- The receiving party is required to ensure that disclosure of any and all confidential information is restricted to the employees, consultants and/or directors of the receiving party having the need to know the same for the purpose and the receiving party shall ensure that such employees, consultants and directors shall be bound by the terms of this agreement as if they were the receiving party.
- Copies or reproductions of the confidential information shall not be made except to the extent reasonably necessary for the purpose and all copies made shall be the property of the disclosing party.
- All confidential information, and copies and reproductions thereof, shall be returned to the disclosing party within thirty (30) calendar days following the date of the receipt of a written request from the disclosing party.

Limitations and warranty

- The receiving party shall:
 - o not divulge the disclosing party's confidential information, in whole or in part, to any third party, except to the extent necessary for the purpose, in which case the receiving party shall be liable for any unauthorised disclosure of the confidential information as if the receiving party itself had made such unauthorised disclosure;

- use the same only for the purpose intended in the agreement; and
- make no commercial use of the same, or any part thereof, without the prior written consent of the disclosing party.
- be entitled to make disclosures, to the extent strictly required by law, of the disclosing party's confidential information, provided that the receiving party, where possible, gives the disclosing party not less than five (5) calendar days' notice of such intended disclosure.
- The disclosing party warrants that it has the right to disclose its confidential information to the receiving party and to authorise the receiving party to use the same for the purpose.

Disclaimer

- All rights in confidential information are reserved by the disclosing party and no rights or obligations other than those expressly recited within the agreement are granted or to be implied from the agreement.
- In particular, no license is granted, directly or indirectly, now or in the future, in respect of any intellectual property of either party
- The use, reproduction, adaptation, and / or incorporation into a new work of a party's intellectual property by the other party is prohibited unless the express prior consent of the party who owns the intellectual property was obtained.
- Nothing in the agreement or its operation shall preclude, impair or restrict either party from continuing to engage in its business otherwise than in breach of the terms of the agreement.

Notices

- Either party may, by written notice to the other party, change its chosen address to another physical address, provided that the change will become effective on the fourteenth (14th) calendar day after receipt of the notice by the addressee.
- Any notice to a party contained in a correctly addressed envelope and –
 - Sent by prepaid registered post to it at its chosen address will be deemed to have been received on the tenth calendar day after posting; or
 - Delivered by hand to a responsible person during ordinary business hours at its chosen address will be deemed to have been received on the day of delivery.
 - Any notice sent by telefax to a party at its telefax number will be deemed to have been received within two (2) hours of transmission where it is transmitted during normal business hours, or within twelve (12) hours of the first (1st) business day after it is transmitted outside those business hours, as long as the transmitting telefax machine prints a report to the effect that the notice was successfully transmitted.

Breach

During the continuance of the agreement, if the receiving party breaches any provision of the agreement, the disclosing party shall be entitled, at its election, to apply to a court of competent jurisdiction to restrain further disclosure of confidential information and to obtain any type of relief, including damages, as may be appropriate.

Termination

The agreement shall commence on the date of final signature of the agreement by the parties and shall continue in force for a period of two years following the termination of the business relationship between the parties, during which period neither party may terminate same.

Non-assignment

The parties shall not be entitled to cede its rights or delegate its obligations, either in whole or in part, in terms of the agreement without the prior written consent of the other party.

Additions, modifications

No agreement to vary, add to or cancel the agreement will be of any force and effect unless reduced to writing and signed by the parties to the agreement.

Cancellation

1. If the enrolment agreement is cancelled before the course starts, but after the registration fee has been paid, the following will be applicable:
 - a. Where a cancellation is made after the payment of the required registration fee, but before 15 November of the year prior to the academic year for which the registration fee is payable, the payer will be entitled to a refund of no more than 25% of the total registration fee. Where a cancellation is made after 15 November of the year prior to the academic year for which the registration fee is payable, the payer will not be entitled to a refund.
 - b. Where a cancellation is made after the payment of the required registration fee in respect of residence fees, but before 15 November of the year prior to the academic year for which the registration fee is payable, the payer will be entitled to a refund of no more than 25% of the total registration fee. Where a cancellation is made after 15 November of the year prior to the academic year for which the registration fee is payable, the payer will not be entitled to a refund.
2. If the enrolment agreement is cancelled during the academic year for which a student is enrolled, the following will be applicable:
 - a. where the cancellation occurs during the first quarter: 25% of the total annual fee will become immediately payable by the payer to Belgium Campus plus 10% of the remaining 75% of the annual fee; or
 - b. where the cancellation occurs during the second quarter: 50% of the total annual fee will become immediately payable by the payer to Belgium Campus plus 10% of the remaining 50% of the annual fee; or
 - c. where the cancellation occurs during the third quarter: 75% of the total annual fee become immediately payable by the payer to Belgium Campus plus 10% of the remaining 25% of the annual fee; or
 - d. where the cancellation occurs during the fourth quarter: 100% of the annual fee will become immediately payable by the payer to Belgium Campus.
3. If the residence agreement entered into between the payee and/ or student and Belgium Campus is cancelled:
 - a. after 15 November of the year prior to the academic year for which residence placement has been secured, or during the first semester of the academic year for which placement has been secured, 50% of the residence fee is payable by the payer immediately to Belgium Campus; or
 - b. during the second semester, the balance of the full residence price is payable immediately by the payer to Belgium Campus.

Code of conduct

The Code of Conduct for The Belgium Campus applies to all members, employees and students. The Code reflects a commitment to the campus values and provides a framework to guide ethical conduct in a way that upholds the integrity and reputation of the Institution. Members, employees and students are expected to behave in a way that aligns with this Code. They understand that this Code does not cover every specific scenario. Therefore, they use the spirit and intent behind this Code to guide their conduct, and exercise care and diligence in the course of their work and interactions with the Institution.

To demonstrate commitment to transparency and accountability, this Code is available to the public on the campus website.

Core Values

1. Impartiality
2. Integrity
3. Respect
4. Accountability

Guiding Principles

These principles guide the behaviour and decisions of members, employees and students:

- a. The actions and decisions of members, employees and students are made to promote the public interest and to advance the mandate and long-term interests of The Belgium Campus.
- b. Members, employees and students are responsible stewards of public and Belgium Campus resources.
- c. To serve the public interest, members, employees and students have a responsibility to uphold The Belgium Campus mandate.
- d. Members, employees and students have a responsibility to act in good faith and to place the interests of The Belgium Campus above their own private interests.
- e. Members, employees and students behave in a way that demonstrates that their behaviour and actions are fair and reasonable in the circumstance.
- f. Members, employees and students know that if they have any questions about the Code, or are not sure how to apply these principles, they should consult with their supervisor or the Code Administrator.

Each Member, employee and student confirms [on an annual basis] their understanding of, and commitment to, the Code's expectations.

Behavioural Standards

Behavioural standards help employees and students make appropriate decisions when the issues they face involve ethical considerations. Behavioural standards cannot cover all scenarios but provide guidance in support of day-to-day decisions. All Members, employees and students must adhere to the following standards:

1. Members, employees and students must comply with all laws, as well as all BC regulations, policies and procedures.
2. Members, employees and students must not use their status or position with The Belgium Campus to influence or gain a benefit or advantage for themselves, their families, their business associates or others with whom they have a significant personal or business relationship.
3. Members', employees' and students' conduct must contribute to a safe and healthy Institution that is free from discrimination, harassment or violence.

Dress code

Outside of class hours whilst on Campus grounds

1. We expect students to be dressed respectably at all times when on the Campus grounds.
2. Except for the uniform cap or beanie, no other type of head coverage is allowed.
3. Hair should be well brushed, neat, tidy and clean. No harsh artificial colouring or styling is permitted.
4. Students must have their student cards visible at all times.
5. No facial piercings are allowed.
6. Students are not allowed to move around campus (anywhere other than inside their residence) in pyjamas or dressing gowns.

7. On casual days, students do not have to wear their uniform, but the dress code as stated under 'Outside of class hours whilst on Campus grounds' applies.

Inside the class or during class hours

The following dress code is applicable to all students during the hours of formal or informal class and any tests/examinations at the institute:

1. All students must wear a buttoned white shirt with the Campus logo.
2. All students must wear the approved institution tie for students.
3. In summer students do not have to wear the tie; in that case they can only leave the top button open.
4. A student is restricted to long blue denim trousers or skirts that he or she can wear. It must not be torn or disfigured. No other colour skirts or trousers may be worn.
5. All students have to wear closed shoes during class hours.
6. Sandals are permitted in summer, but they may not have Velcro straps. No Flip Flops or 'plakkies' are allowed at any time.
7. For official occasions, the tie must be worn. A blazer is preferred, but not compulsory. Winter jackets and headwear, are not allowed.
8. In winter students have to wear their tie. The tie must be properly knotted and the shirt must have all buttons closed. This also applies when the student wears the tie in summer.
9. In winter only, the campus jersey and/or blazer and/or winter jacket is allowed.
10. Uniform items should be clean and ironed at all times, reflecting the image of BC.

Please refer to the fees booklet for list of uniform and prices.

Residence

1. Noise on campus and in/around residences
 - 1.1 Music and all other noise must be kept to the student's room only.
 - 1.2 Only a considerate/normal volume level is allowed when music (or videos, etc.) is being played.
 - 1.3 Please respect a complete silence from 22h00, in the rooms, as well as in common areas.
 - 1.4 Visitors are only allowed after 7h00 and until 18h00. Parents may be inside the residential area outside of the mentioned hours.
 - 1.5 From 22h00 every day, resident students are only allowed in common areas, if not in their own room. Students must be considerate towards their roommate and neighbours when bringing visitors to their room. Belgium Campus advises students that visits are best held within common areas or common rooms.
2. Housekeeping
 - 2.1 Housekeeping is provided in the common areas. Students make their own beds. We expect students to keep their rooms and the common facilities neat at all times!
 - 2.2 Please report any damage to the office immediately.
 - 2.3 Bathrooms and showers should not be used as a laundry.

Alcohol, drugs and firearms

1. Members, employees and students must not use drugs or alcohol in a way that affects their performance and safety or the performance and safety of their colleagues, or that negatively impacts the reputation or operations of The Belgium Campus.
2. Belgium Campus is an alcohol, drug and firearm-free institution. Please respect this at all times, under any circumstances.
3. Please refer to the Smoking and Marijuana policies.

Smoking

1. Purpose

- 1.1. Belgium Campus' smoking policy was compiled in order to ensure compliance with statutory requirements, in terms of which employers are compelled to have a written smoking policy.
- 1.2. The purpose of Belgium Campus' smoking policy is to:
 - ensure a healthy and pleasant working environment for all of its students;
 - restrict the exposure of all individuals to passive smoke; and
 - assure that the policy in question is within the requirements of the relevant legislation.
- 1.3. The term "smoking" is defined as the action or habit of inhaling and exhaling the smoke of tobacco, e-liquid or drug. This definition shall apply to the use of the terms "smoking" throughout this policy.

2. Scope of Application

- 2.1. This policy and the requirements set out herein applies to all staff, students and visitors. This includes but is not limited to employment contracts which are permanent, fixed term, causal or temporary as well as temporary staff supplied to Belgium Campus via agencies, labour brokers, contractors and sub- contractors.
- 2.2. The success of this policy will depend on the cooperation, consideration and accommodation of all smokers and non-smokers.
- 2.3. Disciplinary action can be taken against a staff member and/ or student who fails to comply with the requirements as set out in this policy.
- 2.4. Visitors who transgress this policy, either knowingly or without intent, will be requested to take note of the policy and to comply with it. Where a visitor, after having been informed of this policy, fails to comply with said policy will be escorted off of Belgium Campus' premises.

3. General policy

3.1. Designated smoking areas:

Tshwane Campus

- the area around the tables and benches at the north-western side of the cafeteria;
- the area close to the garden shed at Bothlale Village, south-west of the office, towards the street side office;
- the area between the visitor's parking and management parking, at the side of the driveway;
- the lapa behind class room Theta; and
- the paved area at the back of the office building (staff only). Diepenbeek (Sunbird) residence
- the existing designated smoking area at the northern side of the house.

Ekurhuleni Campus

- the south-eastern most corner of the parking area.

Nelson Mandela Bay Campus

- the south-western most corner of the parking area. The areas identified above are clearly demarcated.

We kindly request that all students make use of the designated smoking areas and that no student smokes whilst walking around in areas not demarcated as a smoking area. Furthermore, smoking is strictly prohibited inside any building or within 10 meters of an entrance which includes any window, door and/or walkway - disciplinary measures, as described in Belgium Campus' code of conduct, student and staff policies, will be taken against anyone who violates this rule.

Please find a map of every campus on the last pages of this handbook.

3.2. Non-designated smoking areas

- 3.2.1. Smoking is prohibited in any premises where food is stored, prepared, processed, served and/ or sold;
- 3.2.2. all indoor areas where students perform their academic tasks, this includes corridors, lobbies, staircases, elevators, cafeteria, ablution or other common areas frequented by such students;
- 3.2.3. within a radius of 10 meters from an entryway of any building; a
- 3.2.4. smoking whilst next to an open window is prohibited unless that area has been identified as a designated smoking area.

3.3. Smoking breaks

- 3.3.1. No specific periods are identified as smoking breaks. Employees and students who wish to smoke are encouraged to limit their smoking to approved break periods (class breaks, tea or lunch breaks);
- 3.3.2. Students may not request to leave an examination venue for a smoke break during an examination session;
- 3.3.3. Employees and students are required to ensure that their work performance is not adversely affected by smoke breaks during work hours;

4.1. Responsibility of management

- 4.1.1. Management has a responsibility to continually monitor legislation, update this policy and ensure that maintenance systems are implemented that ensure compliance.
- 4.1.2. This policy may be revised from time to time should there be changes in statute.

The use of marijuana

Due to the Constitutional Court's ruling on the 18th of September 2018 regarding the legalisation of private use of cannabis, the Belgium Campus would like to clarify its position on this matter. It is important for all staff members and students to note the following:

1. The use of cannabis has only been legalised for private, in-home use and is not permitted in any public areas. This is also applicable when it comes to the grounds of the institution and any other location where business or educational activities for the institution is performed.
2. Due to the fact that cannabis is only permitted to be used or cultivated by adults (persons above the age of 18) in the privacy of their own home, the usage, possession or cultivation thereof will not be allowed on the Belgium Campus grounds, during institutional events or at any other location where business and/ or educational activities for the institution is being done. This applies to all staff members and students over the age of 18 years.
3. It is any staff member or student above the age of 18 years' constitutional right to make use marijuana, however, the Belgium Campus strongly advises against the use thereof. The use of cannabis may affect students' and staff's performance and their overall health.
4. The supply or procurement of marijuana for third parties is a serious disciplinary offence.

If any employee or student, irrespective of whether that individual is over the age of 18 or not, is suspected of being in possession of or under the influence of marijuana at any point in time, there will be disciplinary action against that individual.

Harassment

The Belgium Campus is committed to providing an environment that is free of harassment and supportive of the self-esteem and dignity of every person within the Belgium Campus. The Belgium Campus's intent is to ensure there is a climate of understanding, cooperation and mutual respect. To be successful in this objective, it is incumbent upon all members of the Belgium Campus not to condone or tolerate behaviour that constitutes harassment. The Belgium Campus will provide for a fair and prompt investigation of any complaint or concern without fear of reprisal, as long as the complaint is not found to be frivolous or vexatious.

Scope

This policy applies to complaints of harassment that involve employees or students of the Belgium Campus. This policy covers complaints of harassment and sexual harassment in the Institution, as defined below.

Problems or issues not covered by these definitions fall under grievance procedures. As the Belgium Campus's community also consists of minors, express reference is made to the fact that this policy will also apply to minors. A minor or a minor's parent or guardian may file a complaint(s) in accordance with this policy.

Definitions

Harassment

Harassment comprises any unwelcome or objectionable, physical, visual or verbal conduct, comment or display, whether intended or unintended, that is insulting, humiliating or degrading to another person, or creates an intimidating, hostile or offensive environment and/or is on the basis of race, ethnicity, language, financial ability, religion, gender or sexual orientation, disability or age, or any other kind of discrimination which is prohibited by particular legislation; made by an employee, student, client or supplier of the Belgium Campus; directed at and offensive to any other employee, student, client or supplier of the Belgium Campus, or any other individual or group that the person knew or reasonably ought to have known would be offensive (e.g., unintended).

Examples of harassment include, but are not limited to:

- Threats made or perceived, that are malicious, vexatious or based on any of the prohibited grounds under Human Rights legislation
- Derogatory written or verbal communication or gestures (e.g. name-calling, slurs, taunting pictures or posters, bullying, graffiti), that are malicious, vexatious or that relate to any of the prohibited grounds under Human Rights legislation
- Application of stereotypes or generalisations based on any of the prohibited grounds under the legislation

Sexual harassment

Sexual harassment means any unwelcome conduct, comment, gesture or contact of a sexual nature, whether on a one-time basis or in a continuous series of incidents that:

- Might reasonably be expected to cause offence, embarrassment or humiliation
- Might reasonably be expected to be perceived as placing a condition of a sexual nature on employment, services, or on any opportunity for training or advancement.

Examples of sexual harassment include, but are not limited to:

- Remarks, jokes, innuendoes or other comments regarding someone's body, appearance, physical or sexual characteristics or clothing
- Displaying of sexually offensive or derogatory pictures, cartoons or other material
- Persistent unwelcome or uninvited invitations or requests
- Unwelcome questions or sharing of information regarding a person's sexuality, sexual activity or sexual orientation

- Conduct or comments intended to create, or having the effect of, creating an intimidating, hostile or offensive environment

Bullying

Bullying is an offensive, cruel, intimidating, insulting or humiliating behaviour which includes physical violence or the threat of physical violence. It can be physical or verbal, direct or indirect such as gossip.

Bullying is considered harassment in general, unless there is physical contact or a threat of violence, where it is considered assault. Bullying is ill treatment which is not addressed under human rights legislation or criminal codes.

Institution

For the purposes of this policy, Institution includes any location in which employees and/or students are engaged in Belgium Campus institutional activities necessary to perform their assignments. This includes, but is not limited to, Belgium Campus buildings, employee/ student parking lots, employee/student organised social events, field locations, and during institutional related travel.

Mediator

A mediator is an impartial, neutral party, without decision-making powers, whom both parties accept. The mediator may be the applicable HR representative, or other internal or external party. The goal of mediation is to assist both parties to reach a mutually beneficial agreement.

Investigator

The investigator is utilised where mediation is not appropriate or fails. An investigator must be a well-trained individual who is able to conduct a formal process with clear documentation. An investigator will not have a reporting line or personal relationship/connection with either the complainant or alleged harasser.

Policy application

Prevention

Prevention is always the first line of defence against occurrences of harassment. All employees and students are reminded of their obligation to follow the Belgium Campus's Code of Conduct and to adhere to policies and procedures aimed at ensuring a positive work environment and the highest level of care for clients.

Beyond this, there is a duty upon all to prevent harassment by discouraging inappropriate activities and by reporting incidents, as per this policy.

Rights

Everyone has the right to:

- An environment that is free from harassment
- File a complaint when the environment is not free from harassment
- Be informed of complaints made against them
- Obtain an investigation of the complaint without fear of embarrassment or reprisal
- Have a fair hearing
- Be kept informed throughout the process and of remedial action taken
- A fair appeal process for both the respondent and complainant
- Confidentiality to the degree possible under the circumstances
- Representation by a third party

Obligations

The people in an organisation have the responsibility to ensure the safety and health of all those who come in contact with the Belgium Campus, whether that contact is as clients, students, employees or suppliers.

Organisations are obligated legally to take all complaints seriously by:

- Using due diligence, which is the obligation to take reasonable measures to provide appropriate service
- Being very familiar with the harassment policy and following it closely
- Following the process without bias
- Documenting all information from the first disclosure to the final resolution
- Recording only relevant facts – no feelings
- Signing and dating all documents
- Using common sense

Employees' and students' responsibilities

All employees and students are responsible for contributing to a positive (work) environment and for identifying and discouraging comments or activities that are contrary to this policy. This includes advising people or the alleged harasser that their behaviour is unwelcome. Where a situation occurs, or where an employee or volunteer believes a situation has occurred, they are obligated to report it to their supervisor/ manager. If a situation occurs which involves their supervisor/manager, or if their supervisor/manager does not intervene appropriately, the employee/ volunteer may report the situation to the HR department (employee) or Disciplinary Committee (student).

Lecturers' and mentors' responsibilities

Lecturers and mentors are expected to eliminate any aspects of the Institution that are not in keeping with this policy, whether or not a complaint has been made. Lecturers' and mentors are obligated to implement this policy, under the direction of the applicable member of the Belgium Campus Management Team.

Management, the Disciplinary Committee and/or HR will:

- Advise parties of the process and legal parameters
- Facilitate communication between parties with a view to resolving conflict
- Coach parties as required
- Ensure that the process is followed within the prescribed time frame
- Arrange for investigation, mediation or expertise, as required
- Coordinate the follow up actions
- Maintain original copies of all documentation pertaining to the resolution of differences
- Educate employees and students on the application of this policy

The mediator shall:

- Determine the parties' wishes and needs
- Establish the ground rules for the discussions.
- Explore with the parties' different ways to get what each party needs and thus resolve the complaint

The investigator shall:

- Promptly plan for a thorough and unbiased investigation to be conducted in as timely and confidential a manner as possible
- Inform all parties of their rights and responsibilities
- Secure all complaints and responses in writing, with dates, names, witnesses and full descriptions of the incident(s)
- Interview the parties involved and any witnesses to the behaviour, if necessary
- Notify any individual interviewed of their right to be accompanied by a fellow student of their choice.

- Keep the parties to the complaint informed during the process, including providing the alleged harasser with full particulars of the allegations and a copy of the written complaint. An individual accused of discrimination or harassment will be entitled to respond to the complaint and may wish to offer their perspective regarding the allegations and/or present a proposal for resolution
- Prepare a written report for the executive committee outlining the allegations of the complainant, the response of the alleged harasser, the evidence of any witnesses, and the conclusion reached

Human Resources/the Disciplinary Committee shall:

- Keep a confidential record of the number of complaints, the nature of these complaints, the outcome of the investigation and the type of corrective action taken

Process

Situations where there has been an accusation of harassment are extremely sensitive and often complex. At all times, the emotional and physical safety of the complainant is paramount, and this may involve taking steps that are not outlined herein.

Complaint: In order to make an official complaint, a complainant should advise their supervisor/manager, HR representative or Disciplinary Committee (student). Any individual who receives any complaint from a staff member against an employee or student must refer it to the human resources representative. From here, there are three (3) possible actions:

- a. **No Action:** The behaviour is not found to be harassment, and the complainant agrees.
- b. **Resolve:** If the harassment is subtle or mild and the complainant agrees, the complaint is resolved informally with the assistance of the HR representative.
- c. **Refer:** If the complaint represents moderate or severe harassment or if the incident involves an abuse of power, then the executive committee and the HR representative are to be notified and the complaint is referred to mediation, investigation or, in extreme circumstances, the police.

Mediate:

The alleged harasser will be advised of the complaint, if this has not already happened. A mediator will be chosen by the executive committee, Disciplinary Committee (student) and the HR representative, and confirmed; provided the parties to the complaint agree. In the case where there is no agreement, alternative names will be considered. Mediation takes place and the situation is resolved to the satisfaction of both parties. If no agreement for either a name or process is secured, then the case is referred to investigation.

Investigate:

Where, for whatever reason, the complaint remains unresolved, then the executive committee, Disciplinary Committee and the HR representative, choose an investigator. The investigator will conduct a thorough investigation and provide a written report, including recommendations for action, to the executive committee, Disciplinary Committee and/or the HR representative. They will confer with one another, and others as required, and the executive/Disciplinary committee will decide as to the appropriate action.

Action

When considering the appropriate action, the executive committee will consider the evidence, the nature of the harassment, whether physical contact was involved, whether the situation was isolated, and whether there was an abuse of power. Actions may include:

- Verbal or written warnings
- A letter of reprimand or suspension
- A referral to counselling
- Sensitivity training
- Demotion or transfer

- Termination of employment or studies
- Referral to police or other legal authorities
- Other sanctions, as appropriate

Appeal

Either the complainant or alleged harasser may, within thirty (30) days of being notified of the action, submit an appeal, in writing, to the Disciplinary Committee (student) or HR department of the Belgium Campus or designate (designate is not limited to Belgium Campus employees). In the event that the CEO/Disciplinary Committee determines that further investigation is required, any additional findings shall be disclosed, who will be provided with an opportunity to respond. The CEO/Disciplinary Committee will then review the record and determine whether or not a violation of the Belgium Campus policy has occurred.

Confidentiality

Complaints of harassment will be received and investigated in a confidential manner in accordance with the procedures, including prescribing corrective action. Information that must be shared will be disclosed on a need-to-know basis. Any allegation or complaint of discrimination, harassment or sexual harassment will be considered personal information 'supplied in confidence'. The name of the complainant or the circumstances of the complaint will not be disclosed to any person except where disclosure is necessary for the purpose of investigating the complaint. The substance of investigative reports and the substance of meetings held by those in authority regardless of whether it is substantiated, will be protected from disclosure to third parties, except where required for legal reasons. Strict confidentiality cannot be guaranteed to anyone who wants to make a complaint of harassment. If a complaint goes through an investigation, the respondent and other people involved will have to learn about the complaint. The complainant can be assured that only people who 'need-to-know' will be told of the complaint.

Similar to problem resolution cases, harassment investigation information should be kept indefinitely. Proven allegations of harassment or sexual harassment, including disciplinary action taken shall be documented and form part of the employee/student's permanent record.

Disciplinary action

Harassment by an employee or student is a serious offence. If an accusation is substantiated, the harasser will be subject to disciplinary action, up to and including dismissal. Suspicious or unfounded accusation of harassment, is a serious offence and is subject to disciplinary action. The Belgium Campus reserves the right to discipline those whose complaints are unfounded, frivolous or vexatious. Any interference with the conduct of an investigation, or retaliation against a complainant, respondent or witness, may itself result in disciplinary action. Criteria in determining level of disciplinary action shall be based on fact scenario and will consider harm to the individual, harm to the Belgium Campus and its reputation, and whether or not there was an unequal power relationship. Where the conduct involves, or may involve, criminal activity, the Belgium Campus reserves the right to invoke criminal charges. Employees and volunteers have a duty to disclose criminal activity.

Laying official charges

Nothing in this policy shall be deemed to limit the right of an employee or student to lay official charges through a court of law, the police, a human rights commission or any other instance.

Special circumstances

In the event that any of the parties to an allegation is a member of the executive committee, the complainant may address their complaint to the Board/Disciplinary Committee (student). The executive committee is responsible for advising stakeholders, maintaining, monitoring, and revising this policy; and for authorising exceptions. Members of the Belgium Campus Management Team are responsible for applying and implementing this policy in each of their respective areas.

Business activity by students

The Belgium Campus cannot allow businesses to operate from the institution's premises, since they will be using Belgium Campus resources (water, electricity, etc.). the use of the premises is strictly reserved for the conduct of the business and the associated activities of the Belgium Campus. Wherever a business operates on BC premises (e.g. the tuck shop), the purpose and financial impact (e.g. rent to be paid to BC) should always be defined in a service level agreement. The only exception would be a once-off SRC fundraising project.

Internet Usage and Social Media policy

This Internet Usage and Social Media policy applies to all students of Belgium Campus who have access to computers and the internet to be used in the performance of their work. Use of the internet and social media by students of Belgium Campus is permitted and encouraged where such use supports the goals and objectives of the institution. However, access to the internet through Belgium Campus is a privilege and all students must adhere to the policies concerning computer, social media and internet usage. Violation of these policies could result in disciplinary and/or legal action leading up to and including termination of employment. Students may also be held personally liable for damages caused by any violations of this policy.

Computer, email and internet usage

- Belgium Campus students are expected to use the internet responsibly and productively. Internet access is limited to job-related activities only and personal use during office hours is not permitted. This includes the use of private social media during working hours.
- Work-related activities include research and educational tasks that may be found via the internet that would help in a student's role.
- All internet data that is composed, transmitted and/or received by Belgium Campus' computer systems is considered to belong to Belgium Campus and is recognised as part of its official data. It is therefore subject to disclosure for legal reasons or to other appropriate third parties.
- The equipment, services and technology used to access the internet are the property of Belgium Campus and the institution reserves the right to monitor internet traffic and monitor and access data that is composed, sent or received through its online connections.
- Emails and other (digital) messages sent via the institution's email system should not contain content that is deemed to be offensive. This includes, though is not restricted to, the use of vulgar or harassing language/images.
- All sites and downloads may be monitored and/or blocked by Belgium Campus if they are deemed to be harmful and/or not productive to business activities of the institution.
- The installation of software is prohibited, unless approved by management and the technical department.

Health and safety

1. All students are obligated to act in a safe manner, and obey all rules, policies, procedures and instructions issued to them in respect of H&S issues.
2. Any accident or incident must immediately be reported to management, so that records can be made, witnesses can be interviewed and statements can be taken in writing. In addition, certain statutory requirements to the reporting of incidents must be complied with.
3. A Health and Safety representative is appointed for the institution, as well as for each relevant department.
4. In respect of personally owned vehicles, all the regulations of the road traffic ordinances are applicable on the Belgium Campus property.
5. Where any student believes or is aware that any health and safety risk exists or has come about, they must report this immediately to the most available lecturer or member of management.

Student representative council (SRC)

The following rules and regulations are applicable to the SRC:

- The SRC must have a formal meeting of all members at least once a month.
- The President and Vice-President of the SRC choose 4 additional key members to assist in the daily management of the SRC.
- The SRC are responsible for representing the students in all matters concerning.
- The SRC are responsible for the management of all other student bodies within the institute, such as which may exist and may be founded by the SRC.
- The SRC will manage the appointment of all members to such other bodies, within compliance of the rules of membership such as which are applicable to the SRC. This will also be done within the guidance of Management and the Department of Education.
- The SRC may not take any disciplinary action upon students or members themselves, but will refer the matter with a full report to the Dean and Management.
- The SRC may not function in any other way such as can be expected from guidance, representative and limited governing body.
- The Dean and Management must always be informed as to the goings and doings of the SRC.
- If the Management or the Dean does not agree that a certain action will be to the benefit of the institution and/or the students, the SRC will be guided by the Management in the applicable matter.
- The SRC have to present the management with a detailed report of their and other bodies such as which will be guided by the proposed structure and proposed events for the full academic year as well as a detailed report concerning the proposed operating cost, after the first 2 months of the academic year, for Management's approval.
- The SRC will confer with management about the structure and amounts of any such penalties as can be issued upon students where applicable and taking in mind the rules, regulations, procedures and any other such documentation as which may have a predefined penalty that are controlled by Management. Furthermore, the SRC will present the Management with the full documentation for such penalties as agreed to, for Managements approval.
- Members such as which are more senior in their membership to the SRC will be viewed as senior members to the SRC. These senior members should guide the junior and/or newly appointed members of the SRC in their actions and decisions.

Continued membership for the term of the academic year of the applicable student is subject to the same conditions as stated previously with the following also applicable:

- Membership to the SRC, or the loss thereof, must always be recorded in the applicable students' file.

If a Member of the SRC loses his/her membership, through the end of an academic year or through whatever other means, that member must still perform his/her duties, until another member has been assigned to the applicable position. This assignment must take place during an SRC meeting or conference and in an acceptably democratic way. When the assignment of a position has been done, the Members will switch chairs immediately and the newly appointed member will take up the responsibilities of his replaced colleague from that moment on. Any appointment of members to the SRC must be done as the first item on the agenda for the applicable meeting/conference.

The first, second and third members of the SRC to be appointed respectively will be the President and vice- president.

The structures of the SRC are controlled by the SRC itself, but according to the guidance from Management. Management will appoint a member from the staff and directly responsible to the Management as an advisory and guiding member to the SRC.

The Chairperson of the SRC must also make him/herself available to the Management and the Dean for serving on any such council, boards and/or jury's as may be required.

Students with special needs

Students with neurological barriers to learning

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

The students with such special needs are guided by their tutors, lecturers and the student counsellor with tools to help study effectively and on equal terms with other students. Examples of such tools can be found in the 'Student Services' booklet. The special mentorship programme organised for all students helps in not only developing the academic growth, but also the social well-being of each student. This also leads to creating study groups, meeting each individual academic need.

Students with hearing impairments

Students with hearing impairments can either be deaf or hard of hearing. Students with hearing impairments that act as barriers to learning benefit from our learning service which is flexible and is easily accessible. Tutors and lecturers are notified of the student's requirements (with the permission of the student), and necessary arrangements are made both in the classroom setting and course material which is available in alternative format. South African Sign Language (SASL) interpreters are employed by the faculty interpret lectures, sensitise all staff to work with deaf students effectively and assist with the creation of specialised teaching resources.

Students with severe visual impairments

Students with visual impairments are those that are blind or partially sighted. The Belgium Campus assists students to participate fully, as their circumstances allow, in all aspects of study by providing course material on disk for conversion to Braille spiral-bound material or to set specifications, enlarged print course material and special arrangements for assessments and examinations.

Students with physical disabilities

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

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

Students with behavioural and emotional barriers

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

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

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

- Learning Material
- Course materials in an alternative format
- Course materials on disk for conversion to Braille spiral-bound material
- Course materials on disk to set specifications
- Enlarged print course material
- Special arrangements for assessment and examinations

Assistance/Support requests

- Application for Special Assistance Form
- The Belgium Campus website
- Library web pages
- E-mail communication with tutors and Lecturers
- Self-help study groups
- Tutorial support

Examination options

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

Please Note: If a student requires special assistance in an examination, he/she needs to contact the Counselling Department at least two weeks prior to their examination. The student must please also let the department know if they will be in an advanced stage of pregnancy (36 weeks or more) at the time of their examination. Students can let the department know regarding their needs by completing the Application for Special Assistance Form, which is available from the counselling department or, by contacting the Administration office on 012 542 3114.

Registration and information

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

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

If a student has any questions or concerns regarding use or disclosure of their personal information, please contact the Administrative Office or the Student Counselling Personnel, Tel: 012 542 3114.

Parent/Care-giver Involvement

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

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

Attendance

- Attending practical and/or theoretical classes, and prescribed study groups, is extremely important and a condition to receive any individual guidance from lecturers.
- Should an announced or unannounced class assessment be given to a class whilst a student is not present, the student will receive a mark of zero, unless the student is excused for an appropriate reason, as listed below.

Student itinerary

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

Model itinerary

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

Personalised itinerary

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

- Students who started out with a model itinerary but are running behind considerably and as a result may request a personalised itinerary;
- Students who may invoke exceptional personal circumstances. This applies to, among others, students with a serious disability, and for serious medical grounds;
- Students who, on the basis of RPL, have acquired a large number of exemptions;
- Students who, on the grounds of exceptional ability, can prove that they are able to go through their course of study in a shorter period than the normal student;
- Students who failed a given year of study of their tertiary programme and obtained at least 55% of the credits for that academic year and wish to combine the outstanding subjects with a higher year of study.

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

- In the case of a family emergency, such as terminal sickness and/or death (e.g. attending a funeral) or likewise emergencies. In this case, the student is required to notify the subject's lecturer and management of the emergency. This will enable management to make appropriate alternative arrangements, in order to prevent subject material loss for the student and/or to prepare for the necessary steps that need to be taken in order to bring the student back up-to-date, upon his/her return.
- If the student is too ill to attend class, the student is required to report to the administrative office and to then supply an admin staff member with a certified doctor's certificate/letter, as proof of sickness within 5 academic days. Proof received by the administrative office will be passed by management. Proof may not (only) be presented to the student's lecturer.
- Management retains the right to employ a qualified individual on behalf of the institution, in order to investigate the validity of any of the aforementioned situations.
- Management and/or the Education Department will accept no other reasons, for absence of the student.
- If another reason or situation may exist, that might be deemed as a valid excuse for absence, Management may appoint a board of investigation consisting out of at least one member from Management, the Dean, the concerned lecturer of the class of which the student is a member and a representative from the SRC, in order to investigate the matter further and present a decision concerning the matter, to Management for further action, if necessary.

Procedures for Failure of Attendance and/or Compliance For students who arrive late the following procedures apply:

- If a student arrives late (more than 5 minutes after the starting time of the formal/informal class), he/she will be issued with a verbal warning from the lecturer, if no valid reason and proof can be provided for the lateness.
- For students who regularly arrive late (more than 3 times over a 30-day period), without a valid reason, the procedures as stated will be applicable: Every instance of late-coming will be recorded in the student's file. If the student does not have an average of 85% or more for attendance in terms of the time provided for a certain subject, or 50% or more for their overall class mark, the student will not be allowed to write examinations for that subject.

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

- Lecturers must report the absence of students for the previous term at the Education department meeting for the following term. This must be noted and documented within the notes of the applicable meeting.

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

- After a formal appointment has been made with the Dean, the student may present his case to the Dean for approval of a valid reason for not attending or arriving late for class, under controlled circumstances. The Dean retains the right to consult with other parties, such as the Student's Lecturer, Management, etc. to verify the situation or to receive input concerning the matter under consideration.
- The decision of the Dean may only be overruled by a decision from Management, after consultation with the Dean. The student may also request that a board of investigation be compiled, to whom he/she can appeal in this matter, with the following being applicable:
 - o The Board of Investigation must consist out of at least one member from Management, the Dean, the applicable Lecturer for the class of which the student is a member of and a representative from the SRC.

- o The student can present his/her case before this Board for consideration.
- o The decision of the Board is final.
- o The Board retains the right to make use of any such external resources at their disposal for use in the investigation, with penalties to the student possible, if the student is found to appeal in a matter that does not exist.
- o The request of the student must be made in writing by the student (applicable to all the procedures concerned) with the approval or disapproval always being handed to the student in writing and a copy of all the documentation being kept in the student's file.

Academic Performance

1. An academic performance record serves as a record of notable instances in a student's studies, that will be tracked and maintained for the duration of the student's studies.
2. An academic performance record will be used as criteria, along with any additional application specific criteria required, for academic and non-academic related applications.

Academic Performance Record

1. A student will have an "Good" academic performance record if all of the following criteria is met:
 - a. The student must have submitted all his/her assignments and projects for all his/her subjects and he/she did this in time and in an honest manner – the student must not have plagiarised his/ her work.
 - b. The student must have written all tests for his/her subjects and he/she did this in an honest manner (no cheating).
 - c. The student has a clean disciplinary record – the student does not have any verbal warnings, written warnings or final written warnings against him/her.
 - d. The student must meet one of the following criteria:
 - i. The student must record a class attendance of at least 85% for the subject, if the student achieved a weighted average below 50% for a subject.
 - ii. The student must record a class attendance of at least 65% for the subject, if the student achieved a weighted average between 65% and 84% for a subject.
 - iii. The student must record a class attendance of at least 50% for the subject, if the student achieved a weighted average above 85% for a subject.
2. A student will have an "Bad" academic performance record if one of the above mentioned criteria is not met.
3. The Faculty retains the right to overrule and/or deviate from the above mentioned criteria for the academic performance record.

Learning materials

Quality

1. All learning materials must be purposeful and their use should enhance teaching and learning.
2. All learning materials must be reviewed at least once annually and updated and expanded as determined to be necessary.
3. A quality control process must be followed to ensure that any learning material is fit for its purpose and meets the institution's quality standards regarding content and form. This process is to include a cycle of planning, production, review, editing and moderation that is repeated until the final product is formally accepted for use.

Textbooks

1. The institution shall provide internally produced textbooks for undergraduate modules, unless specified otherwise, due to the fact that:
 - a. The field of Information and Communication Technology evolves at a rapid pace and the publication of textbooks does not keep pace with new developments. Textbooks developed and maintained in-house are updated at least once per year to ensure that they remain current and teach the latest knowledge and skills in demand in the industry.
 - b. Modules require information in a single source that is usually found in multiple textbooks. In general, only selected parts of these textbooks are useful for a module. In order to avoid needing several textbooks for a module, each of which is only partially used, in-house textbooks should be produced that present all necessary subject components in this single source.
 - c. The acquisition of textbooks is expensive and presents significant additional costs to students. In order to widen access to education by reducing the total cost of education, the institution produces textbooks for undergraduate programmes. These textbooks are supplied to students as part of their tuition fee and make education more affordable for the student.
2. Textbooks should be created using the Microsoft Word templates, approved by Management, for this purpose to ensure uniform, quality appearance and include standard layout, structure and components such as tables of contents, exercise sections, appendices and answers to exercises.
3. Version control must be applied to textbooks to ensure that appropriate copies are printed and supplied for use with relevant modules.

Multimedia

1. All multimedia materials must conform to the principles for effective instruction, visual design principles, and information design principles.

Computer Software

1. All computer software employed in the instruction process shall be installed on all computers accessed by students in classrooms, libraries and study rooms.
2. All software shall be maintained at the same version as determined to be necessary for current instructional purposes and shall have all necessary service packs applied to ensure correct functioning.
3. Students shall be given access to all required software whilst on campus, using appropriate programmes, as negotiated by the institution.

Assessment

1. The assessment of any subject must include at a minimum assessment of the learning activities specified in the credit calculation of the subject. The learning activities are categorised to include homework assignments, projects, tests, examinations and workplace experience. The number of assessment items may exceed the minimum specified.
2. Assessment items are designed to test the exit level outcomes of the subject. The total combination of assessment components must test all the exit level outcomes of the subject at its specified NQF level.
3. The relative weight of tests to submitted assignments or projects is determined by the profile of the subject.
 - a. For subjects with a strong theoretical content, the total weight of assessment via formative tests must be between 75% and 80% of the assessment items, with the remainder consisting of written assignments.

- b. For subjects with a strong practical content, the total weight of assessment items via formative tests must be between 60% and 75% of the assessment items, with the remainder consisting of practical assignments and projects.
4. Each assessment item is weighted and the weighted average of all the assessment items yields the class mark for the subject.
 - a. Academic subjects are assessed as a programme of formative assessments – tests, assignments, projects or other items as appropriate. Final evaluation is through a formal examination, which may consist of one or two papers as determined by the subject profile. In the case of two examination papers, the final result for the examination will be a weighted average of the results for the individual papers.
 - b. Innovation and Leadership- Done in all three qualifications (Diploma in Information Technology, Bachelor of Information Technology and Bachelor in Computing). Assessment is performed using a variety of instruments:
 - Attendance of formal instruction sessions;
 - Participation in moderated and unmoderated discussions and work sessions, evaluated by moderators, team leaders and/or peer reviews;
 - Production of project artefacts, such as plans, agreements and reports;
 - Advising on the synthesis or project products, such as prototypes and milestone outputs; and
 - Synthesis or project products, such as proofs of concepts, prototypes, milestone outputs and final deliverables.
 - c. Experiential learning is assessed formatively by evaluation of logbooks, monthly reports and mentor reports. Final evaluation consists of an evaluation by the mentor and evaluation of the final report submitted by the student on the entire period of experiential learning. This final report must demonstrate learning in the student's specialisation subjects and application of professional skills.
 - d. An implementation project is assessed formatively through presentation and defence at appropriate milestones and uses the same means for final, summative assessment by an examining panel.
 - e. A research thesis is assessed formatively by the study leader's evaluation of each milestone in the research process. Final evaluation is through evaluation of the final thesis document and presentation and defence to a jury of evaluators.

Continuous Assessment

1. In order to maximise the efficacy of learning, it is essential that a student possesses the fullest possible information regarding the requirements for a subject, understands exactly what is expected of them and has continuous access to their current results to judge whether they are on track to complete a subject successfully.
2. To maximise the efficacy of teaching, it is essential that a lecturer is a master of a subject and can transfer knowledge effectively, uses all policies and good practice guides to ensure quality teaching and that results are available within five calendar days to enable intervention and corrective actions to happen early enough to effect improvement in performance.
3. Students are provided with a study guide for a subject on the first day of each subject. The study guide describes the following information regarding the subject:
 - a. Subject description, purpose and exit level outcomes.
 - b. Lecturer's contact details.
 - c. Subject schedule, including daily lecture content and dates for all tests and submission of assignments and projects. Each test specifies the learning outcomes to be tested. A minimum of one test is written per week for every subject, on the last class day of that week.
 - d. Standard rules and regulations for the submission of written or practical assignments and projects, as appropriate.

4. Each study guide is also loaded on the student's profile on the online web portal.
5. Assignment and project specifications are loaded on the student's web portal profile with the appropriate deadline. Assignments are submitted by uploading to the specific item on the web portal. An alternative submission channel is available via email in case of any technical problem on the web portal. A report is generated after the deadline and students who did not submit their assignments may supply reasons for delinquency and sign an acknowledgement of non-submission. If a valid reason, with proof, is supplied, the original assignment will be accepted within 24 hours. Absenteeism when the acknowledgement of non-submission form is presented in class, will automatically be taken as acknowledgement
6. A review session is included on Wednesday in every schedule to return the tests or assignments of the previous week, discuss the marking through use of the memorandum, inform students of their results and resolve any queries or disputed results.
7. Student attendance is recorded during each lecturing session. Recording may happen through biometric recording devices or signing of attendance registers. This is used to attendance for the academic performance of a student and that a student received feedback during test or assignment review sessions.
8. The results for any assessment item are loaded on the administration system as soon as the moderated results are finalised during a review session. Any student has access to their detailed, up to date, results at any time through their profile on the web portal.
9. A student who misses a class test due to illness or compassionate reasons must submit documentary evidence demonstrating a valid reason for their absence. The student may then be granted another opportunity to sit the test in question.

Types of Assessment

1. Summative assessment through tests consists of a set of questions or problems posed to which the student must supply answers or solutions individually within a specified timeframe. This type of assessment occurs at a scheduled time and venue under controlled, invigilated conditions. This type of assessment includes traditional tests and examinations and forms a critical component in assessing a student's mastery of a subject by posing questions whose solutions demonstrate the required outcomes of a subject. The final summative assessment for a module may also be via means of a paper or electronic artefact which must be submitted, presented and defended to a panel of examiners. Summative assessments summarise what the students have learned and test whether they possess a thorough level of understanding. These constitute the major evaluative components and contribute the largest weight to the student's grade for the subject.
2. Formative assessment through assignments consists of a problem to be solved, questions to be answered or an artefact to be constructed meeting specified requirements. The student works on the solution over an extended period of time under uncontrolled conditions. The solution is submitted by a specified deadline. This type of assessment includes homework, assignments and projects and is important in developing the student's ability to work independently, manage available time, research solutions and construct important artefacts like reports, programmes or evaluations. Formative assessment occurs during the period of instruction with the aim to determine if the students understand the work and to stimulate self-discovery, insight and areas requiring attention. These constitute an aid to learning, but should preferably count toward the student's grade to promote execution by the students and stimulate the application of suitable effort.
3. The salient differences between the types of assessment regarding their use at the institution are summarised below and should be used to classify an assessment item to choose the relevant policy statements that follow in this document:

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

Summative Assessments

1. This section should be read to include all instances of class tests and examinations.
2. The study guide for the subject details the learning outcomes to be tested during the weekly class tests. The final class test covers the entire content of the subject and tests all the learning outcomes. The final class test is similar to the examination for the subject and therefore provides a prediction of the result to be expected in the examination.
3. Lecturers associated with the subject meet and discuss the content of a class test. A lecturer is appointed to set a specific test or examination.
4. A memorandum must be set for each test or examination paper.
5. The appointed lecturer submits the test or examination along with its memorandum two weeks before the scheduled date of the assessment.
6. The moderator moderates the question paper and memorandum and submits a moderation report.
7. Corrections are applied as appropriate. The final question paper and memorandum for continuous assessment are submitted one week before the scheduled date of the assessment. Question papers and memoranda for examinations have a longer lead time as specified in the Examinations policy.
8. The question paper and memorandum are moderated to satisfy the requirements as specified in the Moderation policy.
9. The required number of question papers and answer sheets of the different types required by the question paper are printed and supplied to the invigilator.
10. Written answers are recorded on the supplied answer sheets as appropriate to the type of question.
11. Practical questions are answered by logging on the testing and examination system from a computer in the testing venue and creating the required answer. These electronic answers are securely saved on the server system.
12. All tests and examinations are taken under the rules and regulations as specified, published and read to students taking the test before commencement.
13. Any irregularities are handled by the invigilator, who supplies a report on irregularities or incidents after completion of the test.
14. Assessors mark the answer sheets and electronic artefacts according to the memorandum. Marks are allocated on the test paper in red ink and in electronic mark sheets.
15. An electronic result sheet is compiled for the test or examination.

16. The moderator moderates the assessment of the test or examination. This encompasses checking that the answers are marked correctly according to the memorandum, that even judgement is applied to the assessment of all papers, that marks are correctly allocated and totalled and that mark sheets and result sheets are compiled accurately. The moderator will use green ink to differentiate their marking and results from the assessor's.
17. Test results are discussed with students during a review session on the Wednesday following the taking of the test. Queries regarding the marking and appeals are handled during these sessions and referred to the moderator if necessary.
18. Final moderated results for the test are entered into the administration system. The entered marks are verified to be correct in accordance with the result sheet.
19. Result sheets for class tests are submitted to the Head Lecturer, Deputy Dean and the Dean of the Faculty to analyse the data and identify possible areas that require improvement or intervention. These results are to reach these parties within a period of one week after the test was written to enable sufficient time to implement any actions identified.
20. Examination results are deliberated by an examination commission once the final moderated results for the examination are prepared. Examination results are released to be visible on the web portal and other means once the examination commission formally accepts the results of the entire examination period.

Formative Assessments

1. This section should be read to include all instances of all types of formative assessment and refers to assignments, projects, homework, reports or any other assessment items that match the definition earlier in this document.
2. Assignments are set with the purpose of testing selected learning outcomes and have a scope such that solutions may be prepared within a period no longer than one week.
3. Projects test the knowledge and skills acquired over longer periods, typically the duration of a subject, and assess the mastery of all or most of the learning outcomes for the subject.
4. Lecturers meet and design assignments and projects to test the required learning outcomes at the NQF level of the subject. Setting and moderation of assignments and projects occur before subject commencement.
5. When specific solutions are required to be produced, for example a set of mathematical problems to be solved, a memorandum must be set for the assignment.
6. When solutions are constructed that will be evaluated on a scale to determine how well they are executed, for example in the creation of a programme or a system design, a rubric must be constructed that demonstrates how solutions will be assessed.
7. Assignment and project specifications, along with relevant memoranda and/or assessment rubrics, are submitted for moderation in accordance with the Moderation policy.
8. Students receive details of assignments and projects within the schedule for the subject in the study guides they receive at subject commencement. The instructions for each assignment or project are uploaded to the student's profile on the web portal.
9. Solutions are uploaded to the web portal before the deadline. The system automatically manages the deadline and closes the item once the deadline transpires.
10. Non-submission reports are generated for the responsible lecturer, who gives students the opportunity to submit solutions again or sign an acknowledgement that no solution is being submitted for the assignment in question.
11. Solutions are marked and moderated against the memorandum or rubric.
12. Submitted solutions are checked for plagiarism by comparison to public sources and other submissions from the same class and previous deliveries of the subject. Plagiarised work or parts of the work that are plagiarised will be disqualified or penalised. If the work is copied from another student, both parties are penalised.
13. Results are discussed with students during a review session on the Wednesday following the submission of the solution. Queries regarding the marking and appeals are handled during these sessions and referred to the moderator if necessary.

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

Access and Appeal

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

Plagiarism

Determining plagiarism

Plagiarism is a form of wrongdoing which can have serious consequences for the person concerned. These consequences include suspension or expulsion (in the case of a student) or dismissal from the Institution (in the case of a member of staff). In addition, criminal or civil legal proceedings could ensue.

Plagiarism covers a broad spectrum of wrongdoing, and for the purposes of deciding at which level of the Institution's management an allegation of plagiarism should be dealt with, the gravity of the wrongdoing must be considered by taking into account all the circumstances, including the following factors:

1. Blameworthiness (intent or negligence) of the person committing plagiarism: Did the person commit plagiarism knowingly (intentionally), or in circumstances indicating that he/she should reasonably have known of the plagiarism (negligently)? A state of blameworthiness (either intent or negligence) is required to make a finding of plagiarism. To determine intent or negligence, all the circumstances must be taken into account, including but not limited to the following factors:
 - The extent of the plagiarism: How much of the work presented as part of an academic activity constitutes plagiarism, in relation to the part of the work constituting an own intellectual contribution? Is the plagiarism contained in the work so extensive that it is not possible to determine or assess own intellectual contribution?
 - The importance of the academic activity: Did the alleged plagiarism occur in a small assignment, a final thesis, or an article submitted for publication?
 - Harmfulness of the plagiarism: The extent of harm that the plagiarism has caused or can potentially cause to personal and institutional reputation, taking into account all the circumstances, including the seniority of the person committing the plagiarism, the relevant academic activity and the extent of the plagiarism.
 - Repeated acts of plagiarism: It is the responsibility of the Dean or person(s) to whom he/she has delegated the authority to make an assessment of the gravity of any alleged plagiarism, for the purposes of deciding on the appropriate steps to handle such an allegation.

Management of allegations of plagiarism

- The management of allegations of plagiarism must be appropriate to both the academic status of the member and the academic setting of the alleged plagiarism.

Hence the Institution's policy approach to plagiarism is based on developing and fostering an awareness of plagiarism and its ramifications, particularly among undergraduate students and in the context of the Institution's policies. This means that first-time junior offenders such as first year students will be treated differently to repeat offenders, or more senior students.

- This does not mean that the Institution is lenient in its handling of plagiarism; on the contrary, it creates a basis for the firm, consistent and tenable treatment of cases of plagiarism, while acknowledging that ignorance may well be a contributing factor especially when junior students are involved.
- The Institution's Disciplinary Committee will deal with cases of plagiarism by students. Supervisors/management/HR will do so in case the matter involves a staff member.

Roles and Responsibilities

1. All members of the Institution are responsible for ensuring that they understand and can fully comply with the requirements of this Policy. The identification of the following roles and responsibilities does not imply exclusive responsibility:
 - All members of the Institution are responsible for ensuring that they understand and can fully comply with the requirements of this Policy at an individual level.
 - Notwithstanding this requirement, students who submit work without such a written declaration are in no way absolved from responsibility for plagiarism and from compliance with the requirements of this Policy.
 - All those engaged in teaching are responsible for establishing mechanisms to create an awareness of plagiarism and to facilitate the detection and consistent reporting of plagiarism.
 - Supervisors of dissertations are responsible for ensuring that adequate standards and procedures for the avoidance of plagiarism have been met prior to submission of a dissertation. Notwithstanding this requirement, the primary responsibility for avoidance of plagiarism and for complying with the policy requirements remains with the student or researcher, who will be held accountable should the work involve plagiarism or in any other way fail to meet the required standards of ethical conduct.
 - The faculty is responsible for creating an awareness of the contents of this Policy and for providing learning opportunities to all students and staff regarding the avoidance of plagiarism and to keep a record of such activities and attendance thereof.
 - The faculty is responsible for establishing processes for the detection, reporting and investigation of allegations of plagiarism that are compliant with the Institution's overarching policy and procedures.
 - Examiners and moderators who suspect plagiarism in a submitted workpiece are responsible for immediately alerting the Dean of their suspicions. The allegation must be made in writing to the Dean and supporting documentation, such as an indication of the plagiarised source or a report, should be provided.

Policy control and governance

- The faculty, assisted by the Quality Management department, is responsible for the policy's formulation, approval, review, communication, availability and monitoring. The Policy custodians are also responsible for interpretation and guidance in respect of the implementation of the Policy.
- Faculty members are responsible for the implementation of the Policy and specific control in their own areas.
- The management in all affected areas is responsible for the following procedures within their respective areas:
 - o Sensitising and educating both students and staff on avoiding plagiarism.
 - o Managing allegations of plagiarism and breach of copyright.

Moderation

1. Moderation is an essential component of teaching. Its purpose is to ensure:
 - a. Accuracy, fairness of and appropriateness of assessment, and
 - b. Quality learning material and course design that deliver the exit level outcomes of a subject.
2. Moderation is formally part of all processes to provide quality assurance. This means that moderation reports must be generated at defined checkpoints and their findings govern process flow with regard to continuing a process or returning to an earlier part of the process.

Moderators

1. Moderation is performed by senior Faculty members or associates from partner institutions.
2. Moderation of any item must be performed by a different party than those who generated the item.
3. Moderation is a formal task that is accounted for during work planning and allocation.

Moderating the Setting of Assessment Items

1. All items to be used for assessment must be moderated before use. This includes class tests, assignments, projects, examinations or any other items that will be evaluated and affect a student's result for a subject.
2. For tests and examinations, the question paper and memorandum are moderated to satisfy the following requirements:
 - a. Mastery of the learning outcomes must be convincingly demonstrated by the content of the test or examination. For weekly class tests, the learning outcomes to be tested are specified in the study guide for the subject. Final summative tests and examinations must test all the learning outcomes of the subject.
 - b. Questions must be formulated clearly and unambiguously. Each question's interpretation must admit only the desired answer as a correct answer to the question.
 - c. Tests for deaf students must use a vocabulary appropriate for their English linguistic ability, because their first language is South African Sign Language. Additional moderation by a skilled communicator with the deaf is to be employed for this purpose. The test is also recorded as a video of an interpreter signing the questions, which the deaf students may access, pause and replay as required while completing the test.
 - d. All question papers must be free from spelling, syntactical and grammatical errors.
 - e. The total composition of the mark allocation in the test must utilise Bloom's revised taxonomy as appropriate for the NQF level of the subject.
 - f. Mark allocation and totals must be clear, appropriate and correct. Where interpretation of an answer is required, the memorandum must clearly specify what items marks are to be allocated for.
 - g. The mark allocation for multiple-choice question must employ negative marks for incorrect answers in such a way that a random selection of answers will yield a total result of zero for that section. The minimum result for a section containing negative marking is set as zero for that section.
 - h. Memoranda must clearly state the correct answers and indicate the allocation of marks for each question.
 - i. The time required to complete the test or examination must be determined and is related to the total marks allocated to the paper. It is therefore essential that the mark allocation for each question be correct. The time allocated to complete a paper should allow a minimum of one and a half minutes per mark of the test or examination.
 - j. All tests, examinations and memoranda are to be prepared using the standard document formats used in the Faculty.

3. Assignments and projects are moderated to ensure that:
 - a. Instructions are clear and unambiguous. This applies to the questions or problems posed and to the logistical instructions regarding submission.
 - b. Assignments or projects for deaf students must use a vocabulary appropriate for their English linguistic ability, because their first language is South African Sign Language. Additional moderation by a skilled communicator with the deaf is to be employed for this purpose.
 - c. The assignment must serve its purpose of testing the identified learning outcomes that it is designed for.
 - d. The assignment must be appropriate to the NQF level of the subject, as matched against Bloom's revised taxonomy.
 - e. The memorandum or rubric to be used for assessment must be correct with respect to the technical validity of solutions, the appropriate mark allocation and totals, and the fairness of the problem posed with regard to the students' knowledge acquired.
 - f. Good practice recommends rubrics that avoid a middle value to discourage aspects evaluated as neutral.

Use of a Taxonomy for Learning Objectives

1. Assessment should employ a taxonomy based on Bloom's revised taxonomy of educational objectives for knowledge-based goals.
2. The total weight of marks allocated according to each level of expertise should approximate a normal distribution centred of the focus levels specified for the subject.
3. The focus levels of expertise are defined based on the NQF level associated with the subject. The levels to focus on for each NQF level are:

Subject level	Cognitive level	Description
NQF 5 or lower	Remembering	Recall of previously learned facts
	Understanding	Ability to grasp the meaning of the knowledge learned
NQF 6	Applying	Ability to use learning materials in a new way
	Analysing	Ability to break material down into its parts to understand its organisational structure
NQF 7 or higher	Evaluating	Ability to judge the value of material for a given purpose
	Creating	Ability to combine previous experiences with new material to form a new whole structure

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

Moderating the Marking of Assessment Items

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

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

- a. These minima are set as follows:
 - b. Borderline cases, within 2% of the required pass result, should be included in the moderated set.
 - c. Items selected for moderation should span the spectrum of results.
3. The moderator ensures that marking is accurate, fair and in agreement with the memorandum for the assessment item. The moderator will mark in green ink and record the moderation results on the answer script.
4. An electronic result sheet of moderation results will be prepared.
5. The moderator will submit a formal report documenting the results and findings of the moderation, along with the moderated result sheet, to the chief examiner.
6. If the mean of the absolute values of the difference between the original results and the moderator's results for the items selected for moderation exceeds 2%, all the assessment items will be re-marked and then submitted for moderation again.
7. The moderator may, if necessary, submit recommendations regarding global amendment of results for the assessment item.
 - a. In the case of continuous assessment, the Head Lecturer will consult the Dean regarding these recommendations for class tests, assignments or other assessment items. The Dean, in consultation with the senior lecturers responsible for the subject in question, shall make a decision that ensures the students are assessed fairly.
 - b. In the case of examinations, the chief examiner will submit these recommendations to the examination commission for consideration during their deliberations. The examination commission may dictate an adjustment to the results of an examination if deemed appropriate, fair and necessary.

Examination

1. An examination serves as the final assessment of a student's mastery of the exit level outcomes of a subject.
2. An examination consists of a set of questions or problems posed to which the examinee must supply answers or solutions within a specified timeframe. This type of assessment occurs at a scheduled time and venue under controlled, invigilated conditions.
3. An examination is a summative assessment and is marked with a memorandum that specifies the required output artefacts with a marking guide that shows how marks are to be allocated to each component.
4. An examination may consist of one or two papers. An examination may contain questions that require written answers and questions that are answered by the creation of electronic artefacts.

Examination Schedules

1. An academic year contains four quarterly examination periods plus a re-examination period during January of the following calendar year.
2. The examination schedule for each quarter is published on the web portal, showing the date and time of each examination. Please refer to the applicable Academic Calendar for the date of publication.
3. The re-examination schedule is published at the end of the academic year on the web portal.
4. Each day of an examination period consists of a morning session (examination commence at 08h00) and an afternoon session (examinations commence at 13h00).
5. Candidate lists are published on the day of the examination, per subject, showing whether the candidate gained admission to the examination for that subject and the venue and seat number where the candidate will sit the examination.

Admission to Examinations

1. A student must gain admission to the examination for a subject as per the requirements specified in the Pass Requirements policy. A student who fulfils these requirements gains admission to an examination and one re-examination, in the case where the first examination's results are insufficient to earn a passing grade for the subject.
2. A student is automatically enrolled for an examination, following the completion of the teaching of the subject, or re-examination, during January every year.
3. A student may cancel an upcoming examination if they decide they are not ready to sit the examination. A standard form is available on the web portal for this purpose and must be completed and submitted to the Faculty at least one week before the start of the examination period in question. The student will then automatically be enrolled for the examination during January of the following year.
4. A student who misses an examination due to illness or compassionate reasons must submit full documentary evidence from a registered medical practitioner. In this case, the student's enrolment for that examination will be cancelled and the student enrolled for the re-examination, during January. A student who misses an examination that was not cancelled in advance and does not provide valid reasons for the absence will be awarded zero for the examination in question.
5. A student, who did not gain admission to the examination for a subject because the conditions in the Pass Requirements policy were not fulfilled, may apply for special permission to sit the examination. A standard form is available for this purpose on the web portal. The student must meet the criteria of a Good Academic Performance Record, as stated in the Policy: Academic Performance, provide compelling reasons why the conditions were not met and evidence of remedial actions to improve their mastery of the subject. A recommendation must be obtained from the Student Counselling Department before submitting the application to the Faculty at least two weeks before the start of the examination period. Special admission grants access only to a first examination. No admission may be granted to a re-examination if the student did not fulfil the standard conditions for admission.

Preparing for Examinations

1. Examinations are set and moderated as per the Assessment policy and Moderation policy.
2. A minimum of two independent examinations are prepared for each subject. All these examinations will be of the same standard. An examination will be chosen for use during a specific examination period, but the selected examination will not be known even to the Faculty members who set the papers.
3. The requisite number of examination papers, answer scripts, supplementary material and instructions are printed in the Faculty and sealed for each examination venue and session.
4. An invigilation schedule and marking and moderation schedule is published in the Faculty.
5. Prior to each examination period, an information and planning session is conducted in the Faculty to review all regulations and logistics for the upcoming examinations.
6. Before each examination session, the invigilators collect the examination packages for their venue and session. This includes information about any students in that session with special needs, extra time granted and students who must be accompanied to write multiple papers.
7. A student following a standard programme will never sit two examinations in the same session. When a student follows a personalised programme due to repeating subjects from earlier academic years, it is possible that the student may have to sit an examination from the current year and from another academic year during the same examination session. When this occurs, the Faculty will guide the student to sit an examination, rest for a suitable period and then sit the second examination, while accompanied by an invigilator between examinations. This process is also applicable if a student has cancelled an examination. The student may not leave this controlled environment until the examinations in question are completed.

Examination Regulations

1. Students should personally ascertain the location of the examination venue.
2. Students must identify themselves positively at the examination venue with their official student card. The student card must be visible at all times during the examination. Students without student cards will not be allowed to write the examination.
3. Full-time students must wear their official uniform, with the school tie, when sitting an examination.
4. Students must take their seats in the examination venue at least 15 minutes before the examination commences.
5. Students who are late for the examination will not get additional time unless they have received approval from the Chief Examiner.
6. Should a student be more than an hour late for the examination, they must first obtain permission from the Faculty before being admitted to the examination venue. A student may not be admitted at this time if other students sitting the examination have already completed the examination and left the venue.
7. The invigilator is officially in control of the examinations in the venue and must be obeyed in all matters pertaining to the examination.
8. All mobile phones and electronic devices, including smart watches, must be switched off and handed to the invigilator before the examination commences. All bags and other items must be placed in the area indicated by the invigilator for the duration of the examination.
9. Question papers will explicitly specify when students may use electronic calculators or the computers in the venue during the examination. If not explicitly permitted, use is prohibited and such devices may not be used during the examination.
10. Students may not make notes on any part of their body or their clothing, either before or during the examination.
11. Students may not write on any examination paper.
12. Illegible writing cannot be assessed and no points will be awarded for illegible answers. Answer scripts are to be completed using black ink.
13. Students must follow all instructions as published on the question paper.
14. Students are responsible to ensure that any electronic artefacts created during the examination are saved correctly on the examination server before leaving the examination venue. Naming standards as specified in the instructions on the question paper must be followed strictly.
15. Students who take any book, document or object (such as a tissue, a ruler or a pocket calculator containing notes) that may aid them in the examination into the examination venue without authorisation and who then neglect to hand the unauthorised material to the invigilator before the first answer book or paper is made available to the students, are guilty of contravening the examination regulations and expose themselves to disciplinary measures. Similarly, any student who communicates or attempts to communicate with another student during the examination will be guilty of contravening the examination regulations.
16. Students must adhere to any announcements that are made before or during the examination by the invigilator.
17. Students may not remove any question papers, answer scripts or any other papers used in the examination from the examination venue. All papers must be handed in to the invigilator before leaving the venue.
18. Candidates may leave the examination venue when ending their examination and allowed by the invigilator, but not before one hour after the stipulated commencement time of the session and within 30 minutes of the official end of the examination.
19. Students must maintain silence in the examination venue.
20. Smoking is prohibited in the examination venue and students may not request to leave the venue for a smoke break during the examination session.
21. No foodstuffs or drinks may be taken into an examination venue.
22. Students who need to leave the venue to visit the bathroom must be accompanied by an invigilator of the same sex.

23. Students may request additional answer scripts and paper to perform calculations. Rough sheets must be so marked and handed in for destruction after the examination.
24. Additional time may be granted to individual students based on recommendations by the Student Counselling Department due to specific medical conditions or disabilities. The invigilator will receive this information in advance from the Faculty.
25. When a student loses time due to a technical problem, having to be moved to a different seat or power failures, the Faculty will advise the invigilator what additional time to grant the student to complete the examination.
26. Students sitting two examinations during a session will be accompanied by an invigilator between venues and a controlled staging area.

Irregularities

1. If the invigilator is convinced that an irregularity was committed during an examination, they will collect the student's answer script and other papers. The student will be handed a new answer script on which the date and exact time is recorded by the invigilator. The candidate will be allowed to restart the examination but will not be granted any additional time.
2. After the examination session ends, the invigilator will complete an incident report and attach any supporting evidence, like confiscated crib notes, photographs or screenshots.
3. The incident will be investigated by the Faculty, which may include an interview with the student or students involved in the incident.
4. The findings are reported to the examination commission for a decision.
5. If a student is found guilty of dishonest behaviour, the examination commission considers the student's disciplinary record and imposes one of the following sanctions, as appropriate when taking into account possible past offences:
 - a. The student is awarded a result of zero for the examination. In this case, it may still be possible for the student to sit a re-examination during the re-examination.
 - b. The student is awarded a result of zero for the entire subject. In this case, the subject is immediately deemed to be failed and will have to be repeated during the next academic year.
 - c. In extreme cases of theft of academic material or habitual offence, the student's entire academic year may be judged to be failed. The student will retain no credit for any subject of their current academic year's programme.
6. The student may be invited to a full disciplinary hearing if it is deemed necessary to impose sanctions beyond the academic consequences enumerated above.

Assessment of Examinations and Processing of Results

1. All examinations (written answer scripts and electronic artefacts) are assessed as per the memoranda, including possible assessment rubrics and assessment guidelines, created with the question paper, as described in the Assessment policy.
2. Assessment of examinations is moderated as described in the Moderation policy. If, as per the referenced policy, re-marking is required, the process returns to the paragraph above.
3. Electronic result sheets and moderation results are created during assessment and moderation. Electronic result sheets are verified against answer script values.
4. Results are entered into the administration system and verified against the source documents, in this case the result sheets.
5. Results are not available or visible outside the Faculty until such time as the examination commission conclude their deliberations and declare that the results for the examination period are accepted. At such time, the results are released in the system and will be visible via the web portal.

The Examination Commission

1. An examination commission is formally constituted after each examination period. The function of this commission is to review and deliberate the results of the examinations.

2. An examination commission must consist of at least three members, selected from the Vice Chancellor, the Dean of the faculty, the Deputy Dean, the Head Lecturer of the faculty, or their authorised deputies or nominees. The senior officeholder serving on the specific instance of the commission shall chair that commission.
3. Members of the institution's governance board or representatives from student support may be invited to attend the commission in an observer capacity.
4. The commission uses the results and statistical analyses generated by the faculty.
5. The commission may refer results for subjects back to the faculty for additional moderation or for adjustment.
6. The examination commission must formally accept the results of that examination period before the results released and published.
7. The commission will consider any irregularities reported during the examinations, reach a verdict and impose sanctions if necessary.
8. The examination commission may report their observations or recommendations to the faculty for consideration, investigation or implementation.

The Promotion Commission

1. A promotion commission is constituted after the conclusion of each academic year. The function of this commission is to review and deliberate the results of the academic year.
2. The members and possible observers for a promotion commission are selected in the same way as described for an examination commission.
3. The commission uses the results and statistical analyses generated by the faculty and ensures that the pass requirements, as described in the Pass Requirements policy for a programme year, are applied correctly for each student during the completed academic year. This includes decisions on:
 - a. Which students pass the academic year,
 - b. Which students may be promoted to the next academic year with a personalised itinerary,
 - c. Which students fail the entire programme due to exceeding the maximum time available
4. The promotion commission may report any observations or recommendations to the faculty for consideration, investigation or implementation.

Access and Appeals

1. Examinations scripts and other artefacts created during an examination shall be retained for a period of ten years after the student successfully graduates or the period available for completion expires. Retention may be through archival of paper copies or electronic scans of documents.
2. A student has the right to view their marked script with the appropriate memorandum used for assessment. Lecturers may review these materials with the student and discuss any decisions taken during assessment. A student, wishing to review their examination, must complete the necessary application form and submit it to the faculty within two weeks of the publication of the results. There shall be no fee attached to the reviewing of examination scripts.
3. A student may request the re-marking of an examination. The required form must be completed and submitted to the faculty within two weeks of the publication of the results. A re-marking fee must be paid in advance. The examination will be reassessed and moderated within a period of two weeks after the closing of applications for re-marking. If the re-marking returns a more beneficial result, the fee will be refunded to the student. The moderated result of the re-marking shall stand as the final result for that examination.

Invigilation

1. Invigilation takes place for assessment that happens under controlled and time-restricted conditions, such as tests or examinations.
2. The purpose of invigilation is to ensure that the results of the assessment will be an accurate and true reflection of the student's knowledge and abilities at the time of assessment.

Duties of Invigilators

1. Invigilators must collect the test/examination scripts, answer sheets and any other material from the Faculty and open the examination venue half an hour before the scheduled start of the test/examination.
2. The invigilator is officially in control of the examination session in that venue and must be obeyed in all matters pertaining to the examination. The invigilator is responsible for ensuring that all examination instructions are adhered to and that examination policies are enforced.
3. Students must identify themselves with their official student cards when reporting to the examination venue and record attendance through a biometric recording system or by signing an attendance register.
4. A student will be directed to their allocated seat.
5. The invigilator shall read the official examination instructions to the examinees before the examination commences. Refer to the Examinations policy for full rules, regulations and instructions in force.
6. Any incidents or irregularities will be handled as per the Examinations policy and reported to in writing through submission of an incident report, with any supporting evidence, after the examination in question is completed.
7. Any technical or logistical issues will be reported to the Faculty for resolution. The invigilator will not leave the venue while the examination is in progress.
8. When a student has completed the examination, the invigilator will collect their answer scripts, along with all other papers, and verify that the examinee saved all their practical work on the electronic examination server, if applicable.
9. The invigilator will verify that these materials are collected for all examinees in the venue.
10. Answer scripts are returned to the Faculty for assessment, while other papers are returned for destruction.
11. The Faculty will verify that the answer scripts received from the invigilator accord with the examinees as per the attendance record.

Number of Invigilators

1. Class tests may be invigilated by a single person, usually the lecturer delivering that subject.
2. Each examination venue should use at least two invigilators at any time. This allows an invigilator to be present in the venue at all times, while another may resolve issues or accompany examinees to the bathroom. Invigilators will request assistance in the examination venue via telephone or electronic systems in the venues, but remain in charge of and responsible for the examinations in that venue.

Pass requirements

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

Qualification	NQF level	Academic years	Experiential learning
Bachelor of Computing	8	3	yes
Bachelor of Information Technology	7	3	no
Diploma in Information Technology	6	2	yes

2. A qualification may be available with different specialisation streams. Specialisation streams and elective subjects will only be offered if justified by minimum number of selections, as determined by management. Core subjects are common to all instances of the qualification's programme. Fundamental subjects are specific to the specialisation stream and elective subjects are chosen by each student from a set of subjects appropriate to the qualification and specialisation.
3. Each academic year consists of a number of academic subjects adding up to 120 credits. Each subject is defined within a programme with the following attributes:
 - a. NQF level,
 - b. Credits, also representing the course weight as the ratio of the subject's credits to the total number of credits for the programme year,
 - c. Prerequisites and/or co-requisites,
 - d. Core (required for all instances of the programme), Fundamental (specific to a specialisation stream instance of the programme), or Elective (option exercised to select from a group of subjects).
4. The experiential learning consists of 12 months of in-service training.
5. For an NQF 8 qualification, the programme includes a dissertation during the final year.
6. All components of a programme must be passed within the maximum time available in order to complete the requirements for the qualification successfully. The maximum time available to complete a qualification is twice the number of academic years plus one if experiential learning is present in the programme. When the maximum time available for completing a qualification elapses, the programme is deemed to be failed. Students who exceed the maximum time but wish to complete the qualification may apply for recognition of prior learning and reregister for the qualification with a programme as determined by the outcome of the RPL application.

Academic Programme Year

1. An academic programme year consists of a set of subjects totalling 120 credits.
2. A student can be enrolled for either a "standard" set of subjects or an individual itinerary, which consists of subjects of different academic programme years. The amount of credits for an individual itinerary may differ from the 120 credits for a standard programme, but cannot exceed 132 credits.
3. Each subject carries a course weight equal to the number of credits for the subject and contributes to the academic programme year's results with a weight equal to the ratio of these credits to the total credits for the year.
4. In order to gain admission to the examination for a subject, the student must achieve an admission mark of at least 50%. This admission mark is a weighted average of the continuous assessment for the subject through assignments, projects and formal tests. If a student does not gain admission to the examination for a subject, such subject is deemed to be failed.
5. The final result of each subject comprises 30% of the admission mark and 70% of the examination result.
6. The minimum final result required to pass each subject is 50%.
7. The student's achievement for the academic year is computed as a weighted average (on the subject's course weight) of the final results for the subjects of that year.
8. When a student achieves a weighted average of at least 55% for the academic year for which they are enrolled, but achieves insufficient marks to pass at most three subjects and the total deficiency percentage for these subjects is at most 5%, the student may be allowed to pass these subjects on the strength of the weighted

For example, one failed subject with a final result of at least 45%, or one subject with no less than 47% and another with no less than 48%, have a total deficiency of no more than 5% and a pass result may be granted for these subjects. This consideration will not be applied if weighted average for the year is less than 55%, more than three subjects are failed, or the total deficiency percentage for the failed subjects exceeds 5%. The option described in this paragraph is not applicable if the student is enrolled for subjects constituting a programme of fewer credits than a full academic programme year.

9. A balance of credit will be considered before a student may enrol into the next academic programme year or has to re-enrol for the previous academic programme year. For example, students with an individual itinerary consisting of first- and second-year subjects, with the majority of their credits from second year subjects, will be regarded as a second-year student and vice versa. The result of the academic programme year is determined by the ratio of the credits passed in that year to the total number of credits included in the year.
10. Failed subjects must be repeated in the next programme year. A maximum load of 110% of the credits for the programme year may be allowed. As a result, if the combined programme of repeated and new subjects exceeds this limit, subjects from the next programme year will be excluded from the year to satisfy the maximum load requirement. These subjects are transferred to the programme for the subsequent year. Transferred subjects must prefer subjects for which the prerequisites have not yet been met. New subjects may not be taken if the student does not meet the pre- and/or co-requisites, even if the maximum load has not been met.
11. Students that re-enrol for the academic programme year may retain credit for relevant individual subjects passed during the previous academic programme year. When the number of credits in the student's previous academic programme year is less than 100% of the credits for the year, due to retaining credit for passed subjects, subjects from a higher academic programme year may be added to the year to reach 100% of the credits allowed for the programme year, on the condition that the student has met the new subject's prerequisites.

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

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

If the student does not meet these minimum requirements, the student must successfully complete any outstanding subjects before gaining admission to enrol for the experiential learning year.

Experiential Learning Year

1. The in-service training component is evaluated on the student's reports on the training demonstrating mastery and practical application of the knowledge gained during the academic programme years and on the mentor's evaluation of the student in the workplace. Assessment is formative based on rubrics. A final result of at least 50% is required to pass this component.
2. Failure of this component requires reregistration for experiential learning and completion of a new full period on in-service training.

Dissertation

1. The dissertation is guided by a study leader and the final dissertation document is submitted after a period not exceeding one year. The study leader's evaluation serves as a continuous evaluation result where normal requirements must be met to gain admission to the further evaluation as per admission to an examination.

- If the study leader's evaluation awards a result meeting the normal minimum result for admission to an examination, the dissertation is submitted for final evaluation, else the dissertation is deemed to be failed.
2. The dissertation is evaluated on the submitted document and a presentation and defence of the research to a jury. The jury deliberates the value of the dissertation and awards a result based on an evaluation rubric. A final result of at least 50% is required to pass this component.
 3. Failure of this component requires reregistration and completion of a new dissertation with a new research question. The content of a failed dissertation may not be reused when repeating the dissertation component.

Programme Course

1. A student that successfully completes all components of the academic programme years and the experiential learning year where applicable, within the maximum allowable time, passes the programme course for the qualification.
2. A student that passes the programme course will be invited to the next convocation where the qualification will be conferred on the student.
3. The final result for the student's programme course for the qualification is calculated as a weighted average on the course weights of all subjects over all the programme years of the programme course.
4. The level of achievement is determined as follows:

50%	Pass
70%	Distinction (cum laude)
78%	Great distinction (magna cum laude)
85%	Greatest distinction (summa cum laude)
90%	Greatest distinction (summa cum laude) with the congratulations of the examination committee

5. A student who fails the programme for the qualification or wishes to discontinue their studies will be supplied with an official academic record.

Experiential learning

1. Experiential learning constitutes an implementation of Aristotle's statement that things that have to be learnt before they can be done are learned by doing those things [Nicomachean Ethics, Book 2, c. 350 BC].
2. Experiential learning articulates as the culmination of several programmes offered by the institution. Its purpose is to push beyond superficial interpretations of complex issues and to facilitate academic mastery, personal growth, civic engagement, critical thinking and the meaningful demonstration of learning.
3. Experiential learning is an important supplement to academic learning. Academic learning encompasses the dimensions of constructive learning and reproductive learning as the process of acquiring information through the study of a subject without the necessity for direct experience. Academic learning instils knowledge through more abstract, classroom-based techniques. In contrast, experiential learning actively involves the student in a concrete experience that involves the dimensions of analysis, initiative and immersion.
4. Experiential learning is the process of learning through experience, more specifically by doing and reflecting on the doing and the range of experiences associated therewith. Knowledge is gained continuously through both personal and environmental experiences. In order to gain genuine knowledge from an experience, the student must possess these abilities:

- a. Be willing to be actively involved in the experience,
 - b. Be able to reflect on the experience,
 - c. Possess and use analytical skills to conceptualise the experience, and
 - d. Possess decision-making and problem-solving skills in order to use the new ideas gained from the experience.
5. While all subjects in the academic programmes include these principles to some extent, the formal experiential learning programme focuses exclusively on using this process to solidify the student's understanding of technical content, forge connections between different areas and cultivate life skills by functioning in a real-world environment.

Training Providers for Experiential Learning

1. The training provider shall be an enterprise that is a going concern and undertakes to provide experiential learning according to the vision and policies of the institution.
2. The training provider shall provide the student with an environment where they perform Information and Communication Technology work commensurate with the NQF level required for the experiential learning programme that the student is enrolled for.
3. The student shall be exposed to at least one major subject from their specialisation stream for NQF 6 experiential learning, while for NQF 8 programmes the student shall be exposed to work that utilises at least two of the major subjects from their specialisation stream.
4. The training provider must appoint a formal mentor to guide the student and assess their work performance.
5. The training provider shall treat the student fairly and in accordance with all legislation. In particular, the training provider shall not offer the student conditions that are less favourable than those specified in the Basic Condition of Employment Act on 1997 as amended by any subsequent Amendment Acts. Foreign training providers shall be expected to utilise conditions not less favourable than those in the Republic of South Africa.
6. Training providers that cannot expose the student to a sufficient depth of work experience or who intend to exploit students as sources of inexpensive labour will not be used.

Placement

The Belgium Campus takes responsibility for the placement of the student for the experiential learning year, on condition that:

1. The student provides the faculty timeously with the necessary documentation.
2. The student accepts all invitations for interviews from training providers.
3. The student attends every Career Expo Day arranged by Belgium Campus.
4. The student accepts the offer made by the training provider, irrespective of the benefits offered.

In the case where a student delays or refuses any of the aforementioned, the sourcing of a training provider for the experiential learning year becomes solely the student's responsibility.

Assessment

1. The duration of the training period for experiential learning programmes will be twelve months.
2. The student shall submit reports on the training throughout this period to stimulate reflection and record achievement. The reports shall be evaluated and the results thereof shall constitute the continuous assessment mark for the experiential learning.
3. During the first twelve weeks of the training period, the student shall submit weekly logbooks documenting their activities.
4. The student shall submit monthly reports of their activities and reflect to perform self-assessment of their learning experience. Evidence in corroboration of the claims in the report shall be attached.

5. All logbooks and reports compiled by the student shall be evaluated by their mentor, who needs to certify that they represent an accurate reflection of the student's abilities, work performed and level and learning achieved.
6. The mentor shall submit periodic reports in which they evaluate the student. The mentor's assessment shall contribute to the student's result for the experiential learning.
7. After completing the training period, the student shall compile a comprehensive final report describing their experiential learning, reflection and self-assessment. Evidence must be attached as appropriate to illustrate the experience and to substantiate claims of ability. The mentor shall also compile a final report on the student in which they provide an evaluation of the student as measured against the real-world environment in which they operated. These final reports shall be assessed to determine the final result for the student's experiential learning.
8. All reports shall remain the property of the institution as assessment instruments. Arrangements must be made regarding any confidential or proprietary information revealed in any report. The institution shall use such information only for the academic purpose of assessing the competence of the student.
9. The assessment of experiential learning is subject to the standards described in the Assessment and Moderation policies. The success or failure result awarded for this component is described in the Pass Requirements policy and is subject to standard policies for access to assessment results, discussion of assessment and appeal.

Monitoring and evaluation

1. The quality of the education delivered at the institution is a non-negotiable requirement. This is in line with the institution's vision of preparing students for a successful and rewarding career in Information and Communication Technology. Qualifications must lead to gainful and continued employment as professionals in the field.
2. Senior faculty members must execute the tasks of planning, resourcing, directing and control with due diligence to ensure quality of all actions.
3. Faculty members perform formal roles with responsibilities for subject areas, subjects and specific areas of the education process.
4. Information and Communication Technology is a wide field of study that requires highly technical and specialised knowledge. It is essential that lecturers gain the necessary skills to teach effectively and hone these skills on a continuous basis.
5. All outputs, be it textbooks, study guides, lesson plans or assessments, are subject to a quality assurance process which includes joint development, peer review and formal moderation to ensure the highest standard.
6. Processes are managed taking into account time requirements to ensure that all items will be available on time for the start of subject delivery. This requires planning for printing and binding of material after the creation and moderation processes are completed and, if applicable, the ordering and delivery of prescribed textbooks from external sources.
7. These processes serve the ancillary goal of staff training as junior members acquire skills and knowledge from senior members. Report artefacts generated during the process evaluate the contributions of different members, identifying improvement requirements and reasons for commendation to be used in staff development plans and remuneration and reward incentives.

Preparation

1. Course material, learning outcomes, lesson plans and assessment schedules are planned at the start of the academic year.
2. All lecturers attached to a subject, junior and senior, participate in all processes under the lead of the subject specialist and the subject area specialist.
3. Outputs are generated, submitted for peer review and tested against exit level outcomes.

4. Outputs are submitted to a formal moderation process. A moderation report is created and the process is repeated until the outputs are judged to fulfil their objectives and satisfy quality requirements.

Academics as Teachers

1. Lecturers are not required to possess teaching qualifications or experience, but their personalities are assessed during the interview process to determine whether they have an aptitude for teaching. The appointment process includes a minimum of one trial lecture to be delivered and evaluated.
2. All lecturers are employed on a permanent basis.
3. New lecturers prepare and deliver a series of lectures to the members of the faculty before being exposed to class. During this time, they receive extensive feedback and advice on lesson construction, delivery and techniques to handle classroom situations.
4. All academic staff members attend lecture series annually delivered by educational specialists. These guest lecturers teach fourth-year teaching students at the University of Pretoria and are employed by the institution on part-time basis to present teaching subjects to the lecturers. Subjects include classroom management, school administration, methodology, assessment, moderation, multi-cultural education and education law.

Delivery

1. Weekly meetings are conducted where all lecturers involved with a subject jointly plan for subject delivery during the next week. This ensures that the learning outcomes defined in the study guide are achieved equally in all classes. These meetings engage lecturers to reflect, discuss and plan delivery of subjects. The agenda covers the material to be presented, ways of explaining certain topics, class dynamics and the identification of students who may experience problems.
2. Students evaluate lecturers at a frequency at least every fortnight. These evaluations are performed through an online system available from any computer in any classroom.
3. The results of these student evaluations are available to the Head Lecturer, who identifies any areas of concern and reports findings to the Dean of the Faculty.
4. All members of the faculty implement an open-door policy whereby students may consult them regarding any impediments to effective learning they may experience.
5. A student counselling and support department is operated independently from the faculty to provide checks and balances. Students may discuss any issues freely. A student counsellor will raise any concerns with faculty management, who will take action to address these issues.
6. Senior academics, the Dean and the student counsellor (a qualified and registered educational psychologist) visit classes to observe quality of teaching. Feedback is provided to the lecturer visited and to faculty management. Improvement plans will be created, implemented, monitored and evaluated where deemed necessary.
7. Additional avenues to provide feedback and input into subject delivery exist through:
 - a. Mentorship groups, and
 - b. The student representative council.

All feedback and input are valued and support the objective of continuous quality improvement.

8. Critical factors in the success of delivering quality education are the immediate identification of any potential problems and immediate, considered, effective action to correct any deficiency or deviation.
9. Issues and resolutions are discussed in the weekly meetings for their instructional value to all academic staff members.

Assessment

1. All assessment items, including class tests, assignments, projects and examinations, are set and moderated as per the Assessment and Moderation policies.
2. The accuracy and timeliness of assessment are monitored through formal reporting.
3. Results are entered into the administration system as soon as the moderated results are returned to the students, in other words no later than one week after the test was written or the assignment was submitted. Senior academic staff members monitor progress continuously and escalate anomalous results to the Dean immediately. This enables immediate identification of potential problems and taking corrective action early enough to produce effective improvement.
4. Lecturers are assessed on the performance of their students. The results are independently determined by defined processes so that no lecturer can skew the results. Tests are set and moderated by groups of lecturers or different lecturers than the one presenting a module. The results of different lecturers presenting the same subject are compared. This ensures that the exit level outcomes for the subject are met and that the results accurately reflect this.
5. Finally, the performance of different classes during examinations are evaluated and compared to ensure that all deliveries of that subject are on par. Any observations or recommendations by the examination commission are taken into account when evaluating the effectiveness of teaching and learning.
6. Formal performance planning, counselling and evaluation meetings are conducted individually with each academic staff member at least twice per calendar year.
7. It is important to reward lecturers for good performance, while acting decisively to address any deficiencies or deviations through early corrective action. All processes must be clearly defined and evaluation must be performed in a fair, transparent manner. Staff members must be guided to continuously improve quality, in all areas of their role in the institution, and inspired to constantly strive to do so.

Workload

1. In order to ensure quality in teaching, assessment and moderation, it is important that workload be carefully planned to allow sufficient time available to complete all tasks to a high standard.
2. The critical factor in workload planning is that all tasks are included, estimated accurately and taken into account in a lecturer's total workload. As an example, the tasks associated with an examination may be enumerated as setting the examination and memorandum, moderating it with regard to technical and linguistic correctness, evaluating complexity according to the required exit level outcomes and Bloom's revised taxonomy, printing and distribution, marking, moderation of marked scripts, recording and publishing of results, and reflection on results to identify future actions for the subject. Other tasks must similarly be considered at a sufficient level of detail to enable proper planning. Each task is assigned to a responsible person of the appropriate level of ability.
3. When every (sub-) task is accounted for, it allows an accurate measurement of every lecturer's workload and effective planning of the total workload.
4. Care must be taken to handle contingencies, as may happen when a lecturer is absent due to unforeseen circumstances like illness. It may therefore be necessary to assign additional duties to a lecturer, since teaching and learning must not be interrupted. Faculty management must monitor these situations and arrange for assistance where necessary so that all work is completed and schedules are maintained.
5. Lack of time may never be advanced as a reason to compromise on quality.

Research

1. Research consists of the creative work undertaken on a systematic basis in order to increase and advance knowledge, and the use of the stock of knowledge to devise new applications with the goal of improving the conditions of a target group.

2. Research is a process used to collect and analyse information to increase understanding of a topic and yield valuable results, consisting of three steps:
 - a. Pose a question,
 - b. Collect data to answer the question, and
 - c. Present an answer to the question.

Research involves a studious inquiry or examination, especially investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories in the light of new facts, or practical application of such new or revised theories.

3. Specifically, applied research is a form a systematic inquiry involving the practical application of science. It accesses and uses some part of the accumulated theories, knowledge, models and techniques of one or more research communities, for a specific purpose driven by one or more stakeholders.
4. Applied research deals with solving practical problems and generally employs empirical methodologies. Residing in the real world, applied research may relax strict research protocols, making transparency in the methodology crucial.

Applied Research

1. The Belgium Campus shall focus its research efforts on applied research, rather than fundamental research. The objectives of such research shall be to yield improvement to one or more stakeholders in the process, to with academia, business entities, government entities and the community containing the institution.
2. Research endeavours shall focus on the interaction between innovation, technology and research on the one hand, and economic, social, political and organisational processes, on the other. The research shall aim to employ innovation and technology to the improvement of said processes, in order to yield benefit to the stakeholders.
3. The activities of the research process shall be concerned with:
 - a. The creation of knowledge, through research,
 - b. The diffusion and acquisition of knowledge, through organisational learning, publication of results and production of solutions, and
 - c. The exploitation of knowledge, in the form of novel or improved products, processes or services.
4. The results of the research endeavours shall demonstrate a positive impact on the stakeholders of the research ecosystem.
5. Research shall be conducted with a deontological mindset and always be guided by ethical considerations and the ideal of contributing to the greater good.

Undergraduate Research

1. Undergraduate students shall learn research skills as part of the covert curriculum through research assignments commensurate with the NQF level of the module setting the assignment. The objectives are to familiarise students with the concepts associated with
 - a. The scientific method, such as hypotheses, predictions, verification and falsifiability,
 - b. The research process, including observation, hypothesis formulation, conceptual and operational definition, data gathering, analysis and interpretation, testing, hypothesis revision and derivation and formulation of conclusions, and
 - c. The correct application of research specifics, such as citation, format and the assurance of rigour.
2. The Bachelor of Computing programme includes an explicit thesis component at NQF 8 and as such it forms part of the overt curriculum for this programme. The objectives of this module include the honing of critical, analytic and scientific skill, and to prepare the student for further study which will include research components in the curriculum.
3. During undergraduate study, the student is guided throughout the research process by a supervisor.

Bothlale Village

1. Bothlale Village is an entity established by The Belgium Campus with the following objectives:
 - a. Conduct research into the innovative exploitation of information and communication technology, bringing together respected academic and industry specialists to share the highest levels of expertise with students, and role players from regional community and government to cooperatively identify avenues to be pursued through its research activities.
 - b. Align all activities with the goal of improving the lives of the members of the community of this region. Research should always be conducted with the deontological purpose of serving the needs of the citizens and must yield tangible and positive results for the regional community.
 - c. Serve as an incubator for economic entities. Successful projects lead to the creation or reinvigoration of enterprises that valorise the knowledge gained and systems developed, leading to the injection of prosperity into the local economy.
 - d. Facilitate the meeting of minds by organising conferences and bringing together academics, business and industry representatives, government leaders and potential beneficiaries of solutions to affect a synergistic cross-fertilisation of ideas and a network of like-minded innovators.
2. The academics and industry specialists associated with Bothlale Village shall support and enable the research activities of master students.
3. Bothlale Village shall cultivate a network of local and international research partnerships and make these available to master students.
4. Bothlale Village shall supply support services to master student endeavours, with respect to innovation, entrepreneurship and importantly with regard to the exploitation and protection of intellectual property.

Research Code of Ethics

1. This code of ethics establishes the major principles of ethically justified scientific practice. Great diversity of subjects and methods exists in scientific research, but researchers are obliged to conform to general principles and standards of behaviour.
2. A code of ethics contributes to the quality of scientific research by stipulating that researchers must carry out their research in a rigorous manner and that they must faithfully publish the relevant information by describing the methods and the results in such a way that they can be verified.
3. A code of ethics contributes to the legitimisation of scientific research by demonstrating that the world of research is developing its own tools to guarantee responsible research.
4. A code of ethics does not elaborate precise rules covering all cases and circumstances, but is based on the values shared by researchers, inviting researchers to reflect on an individual level and within the framework of their research institutes on the way in which they carry out their work. Researchers are encouraged to think in a responsible way about the conditions and consequences of the social integration of their research activities.
5. The laws, regulations, and legal or statutory standards in force in any jurisdiction where the research is conducted, for instance as regards privacy protection, must be respected. Similarly, research activities spanning borders should respect any codes of ethics in force in other countries or regions.
6. Where a limited deviation in relation to the principles of this code occurs, because one or other of its aspects cannot be applied, the researcher should explicitly state this fact.
7. Proper supervision of less-experienced researchers is necessary, without harming their freedom of research. Young researchers must be familiarised with the ethics of research from the outset and teaching and support should focus explicitly on the ethical aspects of scientific research.
8. Pressure to transpose research results as quickly as possible to exploitable applications, concern to protect results, or a researcher's desire for recognition never justifies constraints to ethical behaviour.

Rigour

1. A researcher's work is deemed to be rigorous when they apply the generally acknowledged rules of their discipline with precision.
2. The researcher should act in a precise and nuanced manner when carrying out research and publishing its results, without interference from any obligation to obtain results.
3. Protocols must be conceived and undertaken as precisely as possible, with the necessary knowledge, mastery of techniques and a critical mind, refusing assignments for which the researcher is not qualified or that can be reasonably considered impossible to execute.
4. The lead researcher must exercise sufficient control over the implementation of the research by their team members, clearly defining the responsibilities pertaining to the research and ensuring that these are always respected.
5. The researcher must present their research results truthfully and comprehensibly in media communications or presentations, avoiding arousing unjustified fears or hopes.
6. The researcher assumes their responsibilities as regards the development of their discipline, consequently committing themselves to participate in peer review.

Caution

1. A researcher's behaviour is deemed to be cautious when they act with foresight and precaution and are guided by the concern to avoid harm to anyone else.
2. The researcher's primary concern is to acquire or increase their knowledge, but caution requires them not to impose unnecessary or disproportionate risks. In the case of a risk for third parties, a careful analysis must be submitted to a peer review before proceeding with the research.
3. The researcher must show respect for the subjects of experiments or investigations and the respondents to surveys, all the more so if the subjects are in a vulnerable position. The subjects of experiments and respondents must give their informed consent and have the right to know they are the subject of research and be given the most complete information possible so that they may give their prior consent with full knowledge of the facts. In the case of subjects who have not reached the age of majority, their parents' or legal guardians' prior consent must be solicited. The researcher should respect the right of individuals to refuse to participate in research, and to withdraw their participation at any stage.
4. Experiments with a potential impact on the environment should be undertaken applying all necessary precaution to avoid or minimise detrimental effect.
5. Projects abroad must apply this code while also taking into account any existing codes and rules in force in the countries concerned. Local culture and environment must be respected, even in cases where local rules and codes of ethics are absent or not applied.
6. Responsibility must be taken for any errors or omissions made and any resulting damage to third parties.

Reliability

1. A researcher is deemed to be reliable when they act in such a way that third parties can trust them to proceed in a professional manner, both in their scientific work and in their manner of reporting on it.
2. The researcher shall present their expertise, work and results as accurately as possible and avoid creating a misleading or overrated idea of their work with any party, whether their sponsors, colleagues, the press or other third party.
3. The researcher may not invent or falsify data arising from observations, experiments or existing literature, or give the impression that empirical data is available if this is not the case. Sampling, analysis techniques and statistical methods may not be chosen or manipulated with a view to obtaining or justifying a result defined in advance.
4. Publication of research must present research results in full and may not selectively omit unwanted results. Research results must always mention results which do not correspond to the stipulated hypotheses. Publications, presentations and reports must state levels of uncertainty and limits of results clearly.

5. The researcher must, in their reports and communications, establish a clear distinction between the research results and the conclusions on the one hand, and hypotheses and speculations on the other.
6. The principles of intellectual property must be respected. The researcher may not present fieldwork, data and results obtained by other researchers as their own and may not plagiarise other people's publications. Collaborators must be correctly cited and only actual contributors may be mentioned as authors or co-authors.
7. The researcher must respect the beliefs of colleagues and other researchers and not wrongfully appropriate their ideas, especially in the case of new themes of research, theories or technologies that are still in the development stage.

Verifiability

1. A researcher's work is deemed to be verifiable when it allows colleagues to follow the progress of the research and to reproduce it, if need be.
2. The information given should be verifiable. The results of the literature study, the hypotheses, the organisation of the research, the research and analysis methods, and the sources, should be described in detail so that other researchers can verify the accuracy of the process and reproduce it.
3. The results from a research project should be made accessible to other researchers and published, as this forms the basis of peer evaluation.
4. The primary data of a research project and the protocols must be retained and made accessible for a sufficient period of time, even when review and summary articles do not contain all the necessary data.

Independence

1. A researcher's scientific activities are deemed to be independent when they are guided by rules of a scientific nature.
2. The researcher must be able to carry out their research in complete freedom and independence, since their creativity depends on it.
3. The researcher must execute scientific work entrusted to them for commissioned scientific research without interventions from the sponsor. A scientific conclusion can only be formulated on the basis of scientific arguments. Publications and communications of results must mention commissioners and external sponsors, their relations and links with the researcher, any conflicts of interest and restrictions on the freedom of the researcher.
4. The rights and obligations of the various parties involved in a research project must be specified, including the research institution where the research is carried out and bodies that are the source of financing. The agreements relating to the ownership of results, their use and their dissemination must be clearly established.

Impartiality

1. A researcher is deemed to be impartial when they do not allow themselves to be influenced by their preferences, sympathies, interests or personal prejudices in the execution of their scientific work.
2. The researcher has a right to their opinions and preferences, such as regarding the economic or societal usefulness of certain activities, though these should not interfere with their scientific work.
3. The researcher can only accept to carry out the research, if there is a risk that there could be a conflict or a confusion of interests, if their impartiality will not be jeopardised, and their solution to this problem must be mentioned explicitly during the presentation of the research results.
4. The researcher must, in the publication of the research results, especially the conclusions and recommendations for application that could be drawn from them, make a clear distinction between their scientific judgements and their personal preferences.

5. The researcher should only be guided by considerations of a scientific order when participating in a peer review and guarantee the confidentiality of the information. The assessment of manuscripts must be carried out in an impartial manner and within a reasonable deadline. Any disagreements with the scientific views of other researchers will only be discussed on the basis of scientific arguments.

Respect

1. Research is deemed to be conducted with respect when it considers, values and preserves the rights and dignity of all participants and no party is affected detrimentally as a result of their participation in the research.
2. Research that involves the community should be undertaken with, and not merely on, the identified community.
3. Research and the pursuit of knowledge should never be regarded as the supreme goal at the expense of participants' personal, social and cultural values.
4. Information obtained in the course of research that may reveal the identity of a participant or an institution should be treated as confidential, unless the participant or institution explicitly agrees to its release. The researcher must respect the right of a participant or institution to refuse, or withdraw at any stage, its consent.
5. Research findings relating to specific individuals, institutions or organisations should be reported in a way that protects the personal dignity and right to privacy of participants.
6. Participants may be suitably recompensed, on condition that all participants are offered similar rewards and that such rewards are commensurate with the sacrifices required of them to make their contribution.

Transparency

1. Research is deemed to be conducted transparently when all participants are in possession of all the information they require or are entitled to at all times, and no substantial information or information that may affect the evaluation of the results or value of the research is purposely or unintentionally omitted or withheld.
2. The researcher should ensure that all participants are briefed clearly on the research's aims, implications, possible outcomes, benefits, and any additional factors that might reasonably be expected to influence their willingness to participate.
3. The researcher should, when the methodology of a research project necessitates the concealment of information, before conducting such a study determine that the use of such a methodology is justified and ensure that the participants are given the reasons for the concealment of information.
4. The researcher must, when communicating their findings, subscribe to the principles of honesty, transparency and scrutiny by their peers and the public.
5. Any rewards offered for participation should be mentioned explicitly when presenting or communicating results. No financial or other inducement may be offered to participants to ensure a particular research result.

Research supervision

Supervisors provide guidance and assistance to students during their period of registered study so that they may carry out their research and present their results to the best advantage. In this regard, it is important to note that the roles of supervisor and examiner are distinct and it is not one of the responsibilities of the supervisor to assess the thesis.

Supervisors shall discharge their responsibilities to the institution and the supervised students diligently and professionally.

Supervision is a formal process to provide appropriate and regular supervision to students. To this end, the supervisor must be accessible to the supervised student at mutually convenient times to listen and offer advice. Supervision meetings shall be conducted to provide a minimum of ten supervisions per calendar year for the duration of the research project. The programme coordinator shall ensure that a supervisor is appointed for each research student, possessing the necessary academic qualifications, supervision experience and interest in the subject of the research. Where a supervisor will be unavailable to perform their supervision duties for a period of at least six weeks, the programme coordinator shall ensure the appointment of a temporary supervisor or new permanent supervisor to facilitate continued appropriate supervision to the student.

Responsibilities of the Supervisor

Supervisors should check that their research students receive copies of essential documentation relevant to their research studies, at the outset of the research process. Supervisors assist their students to plan their research studies, including help to define their research topic, to identify methodologies and specific tasks, to identify relevant research literature, databases and other relevant sources, and to be aware of the standards in the discipline. Supervisors and their students should design a programme of research in which the student aims to have written up the thesis by the end of the period of study. Supervisors advise their research students on the institution's regulations and procedures governing research study.

Supervisors have a responsibility to keep the institution, through the programme coordinator, informed of

the student's progress and of any issues which may have an impact on their programme. Supervisors should review with their students the facilities required in order to carry out their research and make these needs known to the programme coordinator.

Supervisors shall provide appropriate and regular supervision for their students in the form of supervision meetings. Such a supervision meeting is defined as involving contact between supervisor and student which is simultaneous, and includes face-to-face meetings, Skype, video-conference sessions, or the use of other applications which enable contemporaneous dialogue between the parties involved. The minimum number of supervisions shall be observed, but may and should be exceeded as required to ensure sufficient supervision.

In order to undertake continuous monitoring of their students' progress and to enable proper audit of supervision, supervisors shall maintain a supervision record of at least the minimum number of supervisions defined and annual reviews of progress. Supervisors shall provide reports on their students' progress to the institution and any other relevant parties through the programme coordinator.

In addition to formal supervision meetings, contact should be maintained between supervisors and students, for example via telephone or email.

Supervisors should discuss with their students what personal, academic and professional skills training the students require in order to complete their research studies and to provide a skills base for a future career. Where necessary, a training programme should be constructed that is compatible with the student's needs and that is achievable in relation to the student's research commitments.

Supervisors should ensure that their students receive adequate training in research ethics. Supervisors should encourage and facilitate meetings between their students and academics in the field, through internal or external meetings, seminars and conferences. Supervisors should encourage their students to publish the results of their research.

Supervisors should request written work as appropriate, and read and provide constructive criticism on it within a reasonable time. Students are entitled to the supervisor's reading and commenting on one draft of the student's thesis prior to submission. There is no entitlement to supervision with regard to the resubmission of a thesis. Supervisors should advise their students on the timing, construction and form of presentation of their thesis.

Disputes and Appeals

All disputes and appeals should be directed, in the first instance, to the supervisor. When resolution is not possible or satisfactory, the student may then direct their case to the programme coordinator, who shall investigate the matter fully and provide resolution.

Certification

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

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

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

The Graduation Commission

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

A graduation commission must consist of at least three members, selected from the Vice Chancellor, members of the institution's governance board, the director of education, the Dean of the faculty, the Registrar, or their authorised deputies or nominees. The senior officeholder serving on the specific instance of the commission shall chair that commission. Senior faculty members or representatives from student support may be invited to attend the commission in an observer capacity.

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

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

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

Production of Certificates

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

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

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

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

Any misprints or surplus copies printed shall be physically destroyed.

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

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

In order to be a valid certificate, such certificate must contain the original signatures of the Vice Chancellor, Registrar and Dean of the faculty in black ink. Signatures are applied on site and certificates will not be transported to a different location for this purpose.

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

Issuing of Certificates

Certificates are presented to the graduates on-stage during an official convocation.

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

Re-Issue

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

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

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

Verification

The administration system shall always contain the student's status and must be indicated as Achieved for

any successfully completed qualification.

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

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

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

Intellectual property

1. All rights, interests and title resulting from an invention and/or patent made by a staff member at the Belgium Campus/Bothlale Village in the course of their scope of employment as employee of the Belgium Campus/Bothlale Village and field of specialisation at the Belgium Campus/Bothlale Village, vest in the institution.
2. All copy and patent rights on computer software and related flowcharts, diagrams and inventions developed at the Belgium Campus/Bothlale Village during the course of their scope of employment as employee of the Belgium Campus/Bothlale Village and field of specialisation at the institution, vest in the institution.
3. Copy rights resulting from Belgium Campus/Bothlale Village projects or programs, including all material and programs used for distance education and computer user areas, vest in the institution.
4. Ownership of all patents that a staff member is able to register within one calendar year after having left the service of the institution, will be deemed to have arisen from their scope of employment at the institution and field of their specialisation at the Belgium Campus/Bothlale Village and vest in the institution until the contrary is proved. In accordance with their contract of service, staff members undertake to:
 1. subject themselves to the institution's policy on Intellectual Property as determined from time to time;
 2. complete and sign a disclosure form in which they will disclose to the Belgium Campus/Bothlale Village any ingenious, new, unique or extraordinary idea or invention that is made in the course of their scope of employment as employees of the institution and field of specialisation; provided that if the institution undertakes the further exploitation thereof, they will be entitled to compensation in terms of the stated policy; and
 3. refrain from claiming or using any Intellectual Property due to Belgium Campus/Bothlale Village. With regards to research:
 1. The institution will assist the researcher, innovator, entrepreneur, or spin-off with the management and protection of the intellectual property, i.e. the technology and or knowledge, while safe-guarding and determining the academic rights.
 2. The protection and management of IP is an important aspect of the valorisation of the technology and or knowledge into commercial products and valuable spin-offs, be it in the start-up phase or the growth phase. BCIV will help in protecting the IP and choosing an appropriate strategy.
 3. The institution is the sole owner of the intellectual property rights obtained during the activities at the institution. The institution is responsible for the commercial exploitation of the intellectual property. The moral rights are owned by the researchers. Intellectual property should promptly be disclosed to BCIV so that it can be protected before it is disseminated in any form.
 4. The researcher remains entitled, possibly restricted by agreements with funding bodies and until the intellectual property is protected, to publish the research results and to incorporate the results in a doctoral or master thesis. The institution ensures that research results, notwithstanding any contrary provisions, remain available for teaching and research purposes, even when the rights are transferred to the researcher or a third person.

Academic staff development

The vision and mission of the institution is to produce graduates that find gainful and rewarding employment. Towards this end, it is necessary to produce highly skilled and competent professionals who possess the attributes desired by employers.

The institution will pursue the objective of not only producing graduates that are employed, but to create graduates that are the candidates of choice for employers. Graduates of this institution must differentiate themselves by exceeding the quality possessed by other candidates in the industry. It is necessary that students at this institution acquire an education of the highest quality to equip them and distinguish them as superior candidates when they graduate.

The pursuit of excellence in all operations of the institution is a non-negotiable requirement. Teaching and learning must continuously happen at the best level possible. Quality must always improve and any level achieved will be considered the baseline to be exceeded during a subsequent iteration.

It is essential to cultivate an academic corpus that possesses:

- The necessary academic qualifications to deliver courses that exceed the NQF levels of the courses delivered,
- Appropriate professional experience to deliver courses expertly and from a real-world perspective,
- Effective teaching skills and a passion for education,
- Strong work ethic, civic duty and ethical standards to impart to students by example, and
- The capacity to manage a challenging workload of administrative, teaching and intellectual activities to fulfil the requirements of their position.

The institution will fully support all activities that improve and expand the abilities of the academic staff.

Teaching Skills

Lecturers are required to possess an academic qualification of an NQF level at least one level higher than the subject taught, or a minimum of five years of professional industry experience specialising in the subject.

The information and communication technology field is a highly specialised applied science, causing it to be rare to find individuals possessing all the desired characteristics for an effective lecturer, namely an advanced qualification in this field, real-world experience and teaching ability, upon joining the faculty.

Talented individuals possessing the first two of these characteristics will be employed, while the third characteristic will be developed through staff development plans.

Lecturers are not required to possess teaching qualifications or experience upon applying for a position as academic staff member, but their personalities are assessed during the interview process to determine whether they have an aptitude for teaching. The appointment process includes the delivery of at least one trial lecture.

New lecturers prepare and deliver a series of lectures to members of the faculty before being exposed to a classroom situation. They receive extensive feedback and advice on lesson construction, delivery and techniques to handle classroom situations.

All academic staff members attend lecture series, delivered several times every year by educational specialists. These guest lecturers are employed on a part-time basis, as they teach fourth-year teaching students at the University of Pretoria or other partner institutions. These lecturers include essential subjects like classroom management, school administration, methodology, assessment, moderation, multi-cultural education and education law.

The institution employs a registered educational psychologist on a part-time basis. This educational specialist and senior faculty members, the Head Lecturer and Dean of the faculty, attend classes throughout the year to observe teaching and learning. Lecturers receive feedback from these observations and improvement plans are constructed where necessary to address deficiencies or to hone skills. Follow-up visits are arranged to confirm that improvement plans are implemented and yield improved quality of teaching. Senior faculty members moderate all aspects of the teaching process, including study guides, lesson plans, tests and assignments. Moderation reports provide feedback to lecturers. Weekly meetings are conducted for each subject, where lecturers discuss subject content and classroom situations and share techniques to teach different topics or handle specific students or situations that may occur.

Lecturers are advised on the best way to teach students with identified disabilities or difficulties. Policies, procedures and good practice guides are available on the faculty's electronic servers for reference by all academic staff members.

Teambuilding events are conducted to enhance personal motivation and maintain a strong esprit de corps where all members dedicate themselves to the vision of the institution and reinforce the striving for the highest levels of quality and excellence.

South African Sign Language

The institution offers programmes to profoundly deaf students whose first language is South African Sign Language (SASL).

SASL interpreters are employed by the faculty interpret lectures, sensitise all staff to work with deaf students effectively and assist with the creation of specialised teaching resources. Academic staff members receive training on the use of written English appropriate to students with SASL as first language. An understanding of appropriate vocabulary, syntax, grammar and idiomatic expression is required to prepare effective text for the deaf. Faculty members attend weekly training sessions to learn basic SASL to facilitate enhanced communication with deaf students.

The field of information and communication technology is replete with specialised jargon, acronyms and abbreviations. An ongoing project was initiated between academic staff, interpreters and the deaf students themselves, to create SASL signs for these new terms that do not yet exist in SASL. These neologisms are documented, recorded visually for reference and communicated to interested parties for the enhancement of SASL.

Academic Mastery

Weekly subject meetings serve as venues where senior subject specialists share knowledge or techniques regarding the subject to junior members.

Master classes are presented by members who attended conferences or training programmes and by invited guest presenters from the industry or other academic institutions. Partnerships are forged and cordial relations maintained with major technology companies such as IBM, Microsoft and SAP, to gain access to the latest developments in the information and communication technology field and exploit the latest products that students will encounter when they enter in-service training and later employment.

The Dean and other senior faculty members will inspire the drive for intellectual excellence and mastery of the things we teach and way we teach it. This happens through personal example, by constantly encouraging and challenging every colleague, and by rewarding achievement.

External Education

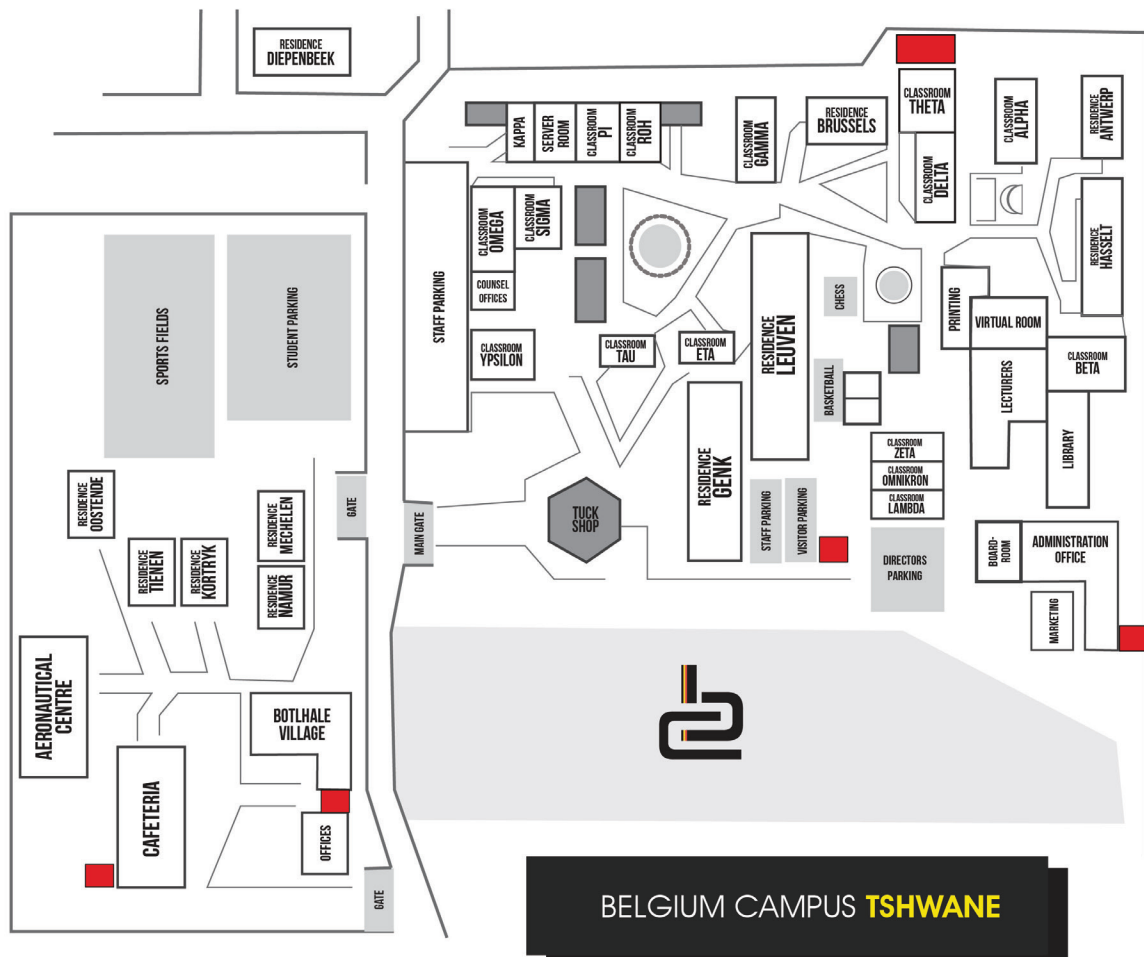
The institution supports and encourages all training and education that an academic staff member pursues to enhance their skills or achieve higher academic qualifications. Life-long learning is vital in the fast-evolving field of information and communication technology.

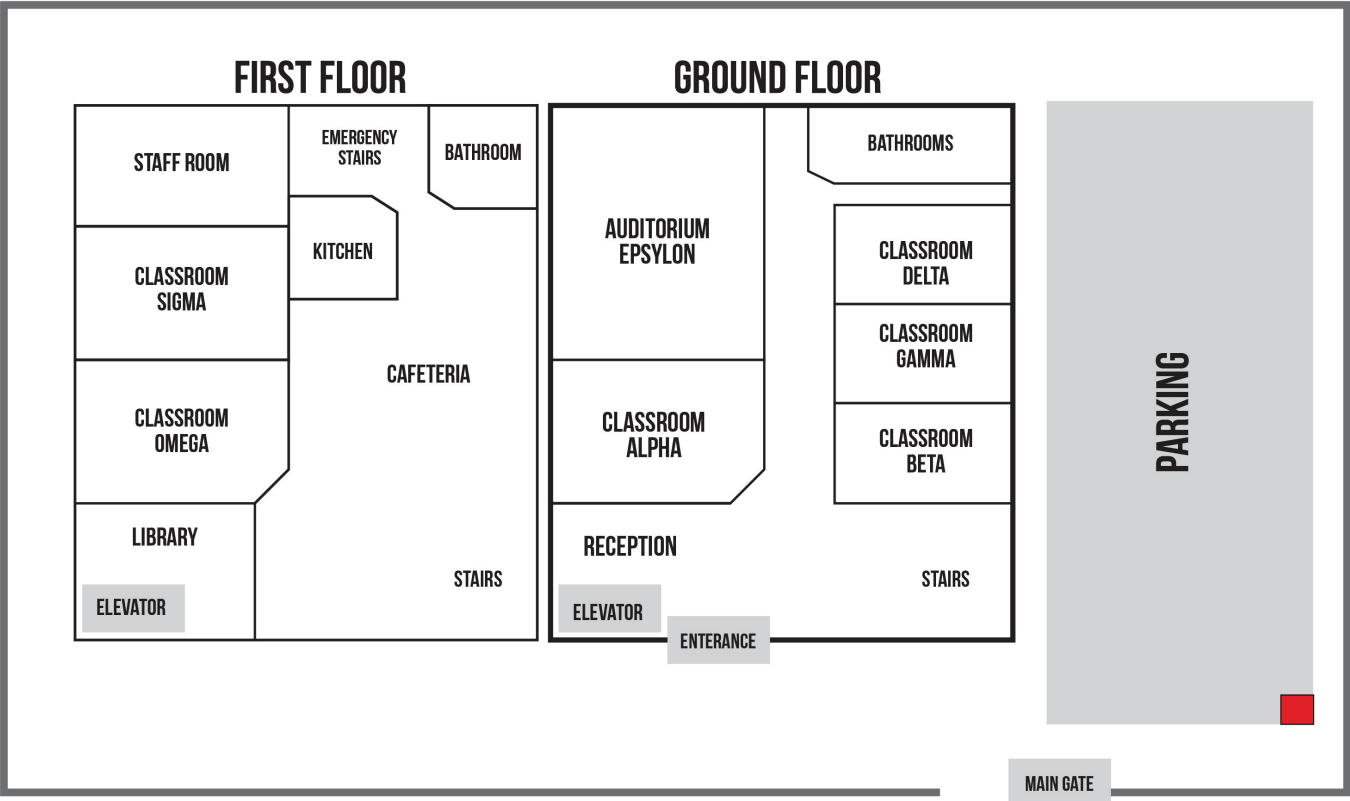
Such education may be in the field of information and communication technology, related business or mathematical fields, or in the field of professional education.

The institution will pay for the first attempt at any such course of academic programme. If a staff member is unsuccessful in any study paid for by the institution, they must repeat the study at own expense. A retention agreement for a period of one and a half times the duration of the study is signed when the academic staff member applies for the institution to fund studies.

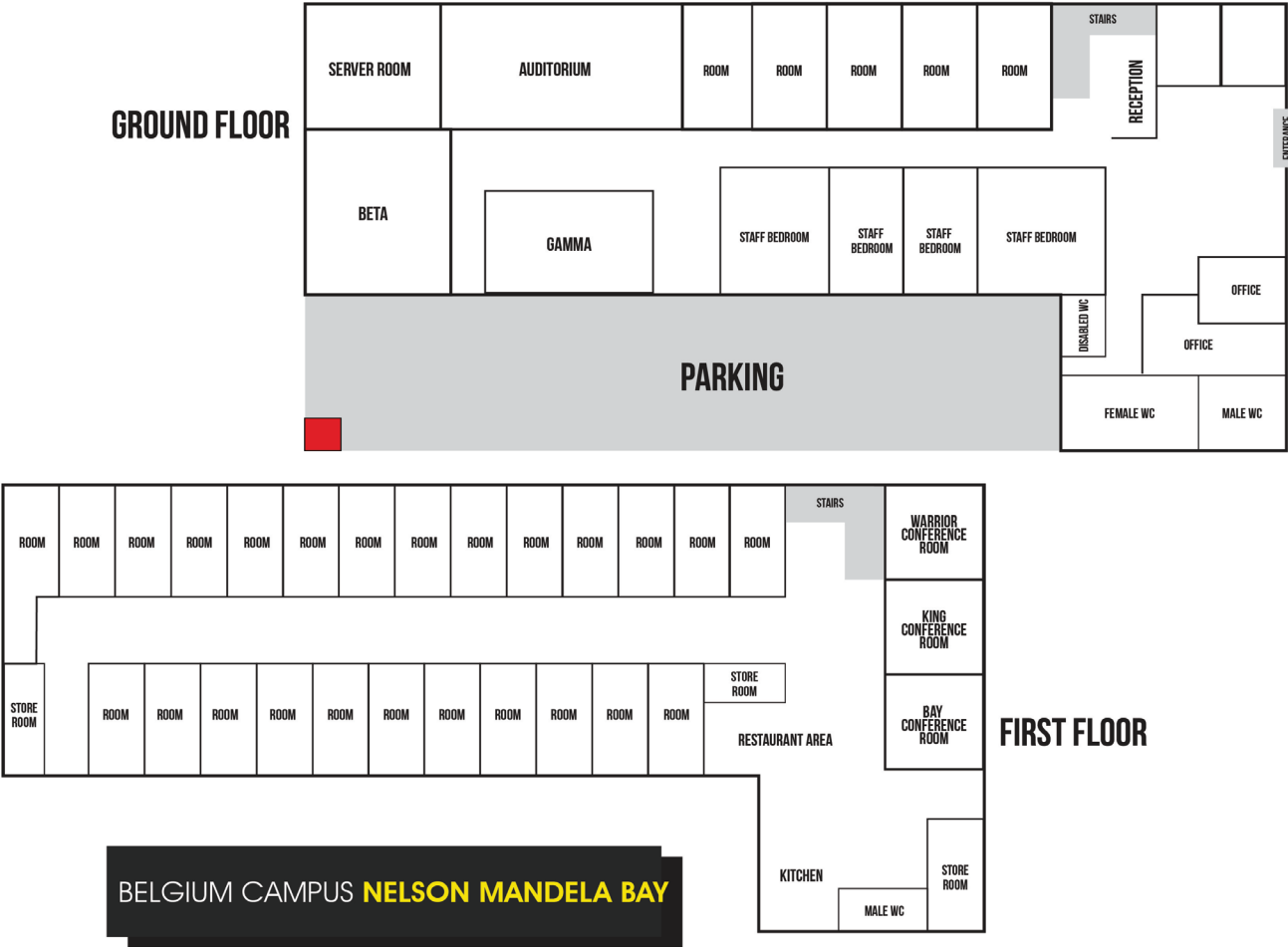
The Pursuit of Excellence

The institution will support any initiatives that aim at improving the quality of its academic corpus, since these improvements will result in improved quality of teaching and learning. Academic staff members will be incentivised to deliver quality and improve themselves in the forms of promotion, recognition and monetary reward.





BELGIUM CAMPUS **EKURHULENI**



BELGIUM CAMPUS **NELSON MANDELA BAY**