



**Stenden
SouthAfrica**

Prospectus 2021

A guide to the Bachelor of Commerce in Hospitality Management & Bachelor of Business Administration in Disaster Relief Management



This study guide has been prepared with the utmost care. In case adaptations are required during the 2021 academic year, such changes will be published as addenda.

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Registration

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SAQA Qualification Registration ID No. 90535 – BBA Disaster Relief Management

Executive Management

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Message from Dr. Hensens - Executive Dean

Dear Student,

Welcome to Stenden South Africa! By deciding to study at Stenden South Africa you have made an important first step towards a career path that we know will take you places. Over the next three or four years we will challenge and facilitate you to develop your knowledge, attitude, and skills to put you on top of your game. As we aspire to be known as the best Higher Education Institution on the African continent, we expect a great amount of effort and commitment from you. We have formalized our commitment and our expectations of you in our 'Commitment to Excellence' that you will find in the beginning of this prospectus and on different places of our campus.

The 2021 year will not be a normal year as we have learned that the Covid-19 Pandemic is far from over. We are however confident that our staff, students, and surrounding community will continue to work together to make the best of a difficult situation and ensure that you have the best possible learning experience. Our faculty has proven both creative and resilient in finding new and effective ways to engage you and we will draw and build on these lessons as we start the new academic year. As we deal with restraints that the Pandemic imposes on us we will continue to choose quality and safety over other considerations. This may lead to delays in certain areas, but with the end result you achieving all the required outcomes that our industries have grown so appreciative about.

There is much uncertainty in many industries and the two industries that we prepare you for are no different. We are however confident that the reputation of graduates who have come before you will continue to place you first in line as you embark on your career. Through our 'Real World Learning' approach that incorporates Problem Based Learning, Work Based Learning, Design Based Learning and Internships at World class organisations, we will prepare you to hit the ground running in whichever situation your career may take you. You will find that as we are a small campus with passionate staff, who will support you throughout your studies and we are open to learn how we can continuously improve our services to you, our student. I would invite you to make use of this unique environment and go beyond what is expected of you. Our Student Representation Council and its many committees offer but an example of the many opportunities available to you to develop your leadership and management capabilities whilst you study at Stenden.

A first step in starting your studies well is to closely study this prospectus. It explains in much detail what we offer and what we expect from you. If you have any questions, please feel free to reach out. Your module coordinator and lecturers are your first line of contact and if they would not have the answer, they will gladly find out for you. To be successful in your studies you need to be pro-active and engage actively throughout to ensure you benefit from all that Stenden South Africa has to offer. Our focus is to be Early, be Prepared, be Excellent...and to have Fun...

I look forward to getting to know you and wish you all the best in your studies with us!

**Dr. Wouter Hensens
Executive Dean**

Commitment to Excellence

Be Early:

1. We make sure we are present before the agreed time for all meetings, to show respect to the people with whom we are meeting.
2. We plan our activities early so that we can complete our work in time.
3. If we need to excuse ourselves, we do so early.
4. If we have made a mistake, we communicate this directly and honestly.

Be Prepared:

1. We are prepared during office hours to engage with other people. This means that during these hours, we are well presented in our dress and grooming. When in uniform, our self-presentation is immaculate.
2. Before we engage in any learning activity, we have familiarized ourselves with what is expected of us for that activity.
3. We know our responsibilities by having read the Prospectus and all other publications regarding our curriculum.
4. We read our email daily and respond in 24 hours.

Be Excellent:

1. We greet each person we meet with a smile and are courteous to all we meet. We try to get to know the people in our environment.
2. We speak a language we all speak: English.
3. We treat each person with respect and dignity, regardless of nationality, race, sex, religion, or socio-economic status.
4. This dignity and respect are reflected in all our communications, including email, which we consider a formal communication medium.
5. We resolve conflict when it arises, in a mature manner focusing on a win-win result.
6. We take responsibility for our campus environment; we keep it clean and neat at all times and encourage others to do the same. When we encounter garbage, we pick it up. We leave crockery and cutlery in the restaurant to ensure there is plenty for everyone at all times. We do not disturb others with our noise.
7. We recognize that we are here to learn and that our curriculum only provides one part of this learning experience. We therefore seek and accept constructive criticism as a means to improve.
8. We are proud of our school and its image. When we are unhappy about something, we bring this to the attention of the person responsible and do not share our frustration with others.
9. We recognize that our behaviour is visible at all times, including off campus and in our private time.
10. We take responsibility by addressing the inappropriate behaviour of others.

Have Fun:

1. We realise that having fun in both our work and studies is the best motivator to be excellent. We thus make sure we have fun.

1. General Information

This first chapter gives you more information about Stenden South Africa, our strategy, educational philosophy, institutional management, structures, and other useful information.

1.1 Identity

Stenden South Africa was established in 2001 as an international campus of NHL Stenden University of Applied Sciences in The Netherlands. We are registered with the Department of Education as a Private Higher Education Institution under the Higher Education Act, 1977 and according to Registration Certificate No. 2002/HE10/001, to offer the Bachelor of Commerce in Hospitality Management and the Bachelor of Business Administration in Disaster Relief Management. Our Mission, Vision, and Values revolve around being the best institution we can be and unleashing potential in those with whom we work.



Vision

Stenden South Africa is the best-in-class Higher Education Institution on the African continent, serving to make a better world.



Mission

Stenden South Africa educates learners in a value driven manner, to become exemplary leaders of industry, unleashing potential in its students, staff, and surrounding communities.



Values

Stenden South Africa provides education in a community in which people with different backgrounds feel at home and are encouraged to contribute to and bear responsibility for the world in general and mankind in particular. Our Values find expression through three principles:

Care for People

We lead by example and display our values with actions. What we do follows from a genuine concern for the development of other people. We care about our community and thus are engaged as a strong catalyst. We care about our staff and thus stimulate and facilitate their professional and personal development. We care about our students and thus take responsibility for their development and apply a student-centred approach in the design of our programmes and our dealings with our students. Our care for our students does not end once they graduate, but continues into their professional lives.

Excellent Education

As we believe that education should never be average, we continuously strive to improve. We respond to challenges with an entrepreneurial mind-set and we are open to change.

Proud Diversity

We are proud of what we do and what we stand for and treat others with respect for human dignity. We believe that diversity strengthens us and actively seek to develop diversity within our organisation.

Our identity gives direct input to our institutional strategy in a rapidly changing world in general and the African continent in particular. We believe that clear choices need to be made to ensure that we live up to our ambitions, both now and in the future.

1.2 Strategy

Our institutional strategy revolves around six focus areas: Excellent Education, Preferred Employer, Unleashing Community Potential, Attractive and Safe Campus, Applied Research, and Financially Sustainable.

1.2.1. Excellent Education

We believe that education should never be average. Through the distinctive features of Design Based Education, Internationalisation, Applied Research, and Care for our students, we seek to provide employers with graduates who are value driven, cosmopolitan, and renowned for their problem solving and communicative abilities.

1.2.2. Preferred Employer

We believe that as our staff drives our quality, Stenden South Africa should serve as an example of a diverse community that cares for people and is a preferred employer that unleashes the full potential of its employees through progressive staff development and engagement.

1.2.3. Unleashing Community Potential

We believe that the societal responsibility of a Higher Education Institution should extend beyond the walls of its campus. Stenden South Africa unleashes potential in its surrounding community through its economic spin-offs, sustainable Hunger Solutions and Educational Initiatives. Though we are excellent, we are not elitist, and we ensure that 10-15% of our enrolled students come from disadvantaged backgrounds and that we invest in them through our bursaries. Bursaries are provided through our industry partners, alumni, government, as well as directly through Stenden.

1.2.4. Attractive and Safe Campus

We aim to provide an attractive and safe campus environment that reflects our commitment to excellence and allows quality to take preference over efficiency. We operate almost all our support functions in-house, to ensure that we can control quality for our students.

1.2.5. Applied Research

Applied Research enhances the quality of a curriculum by adding contemporary insights to it and exposing the faculty to the Real World. It also enhances our image as an institution through recognition by industry and the wider academic community. We intend to drive research by providing structure, time and resources to talented and interested lecturers to dedicated research circles that operate beyond the scope of our campus and include other campuses of NHL Stenden University. These activities allow students to engage in relevant research, which in turn enhances their professional profile.

1.2.6. Financially Sustainable

Our foundation for financial sustainability lies in student numbers that fuel our growth in both size and quality. Our long-term vision is to grow our campus to 1 200 - 1 500 students and to stabilise at this size. Though we recognise that economies of scale do exist, our ambition is not to be the biggest, but to be the best. We are frugal, but never at the expense of the quality of our education.

1.3 Educational Philosophy

Our educational philosophy is based on social constructivism and Real-World Learning. In a nutshell, this means that we believe that students achieve better results when they are placed at the centre of the learning process, study together and are required to play an active role in organising their own learning. We believe that in order to educate students to prepare them for the industry, learning and assessment should mirror the requirements of the real world.

Stenden South Africa realises the aims of its educational programmes in Phases. These Phases lead to the gradual development of the desired professional competences. In the Foundation Phase (first year), the focus is on the operational aspects of the respective industry and understanding the key concepts of the field. In the Post-Foundation Phase (2nd, 3rd and 4th years), the focus is on management within the respective field. This focus on management shifts from operational, through tactical, to strategic management.

Within each year, there are four modules with themes chosen to match the year theme. These modules offer a good opportunity for interdisciplinary organisation. The problems forming the basis of the students' learning are extracted as much as possible from important themes in the respective industry and very often involve real world stakeholders that have provided the problem and engage with the students on proposed solutions.

The integration of theory and practice is one of the principles of our educational policy and is vital for the professional preparation of our students. This integration can be seen in our Problem Based Learning sessions and in the practical training. Each programme has multiple weeks of operational exposure in our own 4* My Pond Learning Hotel, our own Joint Operation Centre, or with key industry partners. The last 5 to 8 months of study are taken up by an organised management internship.

Stenden South Africa strives to have students develop an active study attitude by collecting information themselves and processing it into knowledge. To achieve this, one of the principles of the programme is an effective relationship between the hours of school contact with a lecturer/tutor and self-study. Our guideline is that one school contact hour should generate 2 to 3 hours of self-study. The theory modules are based on 12 to 20 school contact hours per week, spread over five working days. This results in 20 to 28 hours of self-study per theory week. To transition students to working independently, the contact hours are higher in year 1 (minimum 20) and decrease to just 12 in years 3 and 4. During practice weeks, students may be scheduled for up to 45 hours per week and this may include evenings and weekends.

To develop an active study attitude, it is also important for students to reflect regularly on their study methods and results. Stenden South Africa programmes include an active career development programme that comprises several meetings with dedicated career coaches, who also offer the final management internship. Through the career development programme, students learn to identify their strengths and weaknesses, effective methods for study success and a clear idea of the industry roles they want to pursue.

As we believe that leadership ability grows through practice, we support different extracurricular structures that represent student interests and give students an opportunity to practise with Real World leadership challenges. We delegate many responsibilities to our Student Representative Council (SRC) and our Executive Dean meets with the Executive Committee of the SRC at least once every two weeks. In addition, there are also different structures for students to become involved in Community Development.

1.4 Institutional Structures

Stenden South Africa comprises many different structures to ensure that we make good decisions. In line with our identity, we seek consultation with all our stakeholders. This section outlines the formal structures within Stenden South Africa.

1.4.1 Executive Management

The day-to-day management of the institution is the responsibility of Dr Wouter Hensens, our Executive Dean. The Executive Dean is supported by a management team of eight Heads of Department, who represent the different operational portfolios within Stenden South Africa:

1. Dr Juliet Chipumuro	Academic Dean, Hotel Management School
2. Dr Desmond Pyle	Academic Dean, School of Disaster Management
3. Mrs. Ronel Bartlett	Student Affairs Manager
4. Ms. Bianca Ambraal	Interim General Manager, My Pond Hotel
5. Mr. Mzameli Dikeni	Community Development Manager
6. Mr. Bongani Bavuma	Facilities Manager
7. Mr. Luba Sabelo	Catering Manager
8. Mr. Michael Mpala	Security Manager

1.4.2 Governance

Dr Hensens reports to the Executive Board of NHL Stenden University and a Board of Governors comprising South African stakeholders. Approval of strategic plans follows a two phased approach, whereby the Board of Governors is consulted before a request is formalised to the Executive Board in The Netherlands. The Board of Governors is guided by a constitution and consists of the following members:

1. Mr Adrian Gardiner	Chairman / CEO, Mantis Collection
2. Mrs Louise Swanepoel	Academic Dean, Retired Town Councillor
3. Dr Renier Mornet	Retired Dean, Hotel School of Witwatersrand
4. Mr. Chumani Gqeke	SAMWU Provincial Organiser
5. Ms. Erika Scharper	President, Executive Board, NHL Stenden University
6. Mr. Wayne Johnson	Head of Sites, NHL Stenden University
7. Prof. Dewald van Niekerk	Chairman of the Advisory Board, School of Disaster Management
8. Craig Chochraine	VP Talent and Culture, Middle East and Africa

1.4.3 Academic Advisory Boards

Each school has its own Academic Advisory Board, comprising leading industry professionals, who represent key employers in the respective industry. The Academic Advisory Boards are asked to give input on the curriculum in relation to trends in industry and the success of student graduates in the respective industry.

1. Dr Reinier Mornet, Retired Dean of the Hotel School of Witwatersrand is the Chair of the Academic Advisory Board of the Hotel Management School

2. Dr. Des Pyle is the Chair of the Academic Advisory Board of the Disaster Management School.

1.4.4 Exam Committee

The Exam Committee is responsible for the integrity of our curriculum and its delivery. The Committee is autonomous and thus avoids any conflict of interest between the Institution's management function and the academic standards. The Exam Committee makes decisions on the selection of students, recognition of prior learning, examination, and graduation. It consists of three faculty members, who are proposed by the Executive Dean and appointed by the Executive Board of NHL Stenden University. For 2021, the committee consists of:

- | | | |
|----|-----------------------------|--------------------------------------|
| 1. | Ms. Nelisa Tokwe | Second Year Coordinator, Chairperson |
| 2. | Mrs Clare du Plessis | Senior Lecturer, Secretary |
| 3. | Mr. Luthando Sikade | Lecturer, Member |

1.4.5 Students Representative Council (SRC)

The Student Representative Council is democratically elected by the wider student body and serves for the duration of one year. Its function is guided by a constitution and focuses on student representation, unity, and involvement.

The Students Representative Council consists of the following members:

1. President
2. Vice-President
3. Secretary

Seven members are respectively responsible for the following portfolios:

- | | | | |
|----|-----------------------------------------------------|-----|----------------------------------------------------------|
| 4. | Student Director Academic Quality | 9. | Student Director of Marketing Social Media & Sponsorship |
| 5. | Student Director Facilities | 10. | Student Director of Events and Entertainment |
| 6. | Student Director of Catering | 11. | Student Director of Real-World Learning |
| 7. | Student Director of Community Engagement (CommuDen) | | |
| 8. | Student Director of Sports | | |

1.4.6 Health and Safety Committee

The committee is responsible for health and safety on campus. Any issues observed should be reported to the responsible Health and Safety Officer:

Mr Bongani Bavuma (bongani.bavuma@nhlstenden.com)

1.4.7 Employment Equity Committee

The Employment Equity Committee is responsible for advising the management team on equal employment and development opportunities for all staff at Stenden South Africa. The committee is headed by:

Mr. Mzameli Dikeni, Community Development Manager (mzameli.dikeni@nhlstenden.com).

1.5 Quality Control & Evaluation

At Stenden South Africa, we believe that education should never be average and we are committed to offer top quality education that excites, empowers, and unleashes potential. Our quality is driven by our strategy and our commitment to excellence and is controlled through our Evaluation Policy. This policy dictates that we test our performance from all perspectives and use this feedback to improve. Our evaluation policy is available from Student Manager and includes performance management through internal and external measurements:

Internal Evaluations:

1. Strategic Planning & Staff Consultation
2. Monthly Head of Department Meetings
3. Weekly Academic Meetings
4. Quarterly General Meetings
5. Bi-weekly Management & SRC Meetings
6. Quarterly Mid Module Student Evaluations
7. Quarterly End of Module Evaluations
8. Other Student Evaluations (e.g. Internship Evaluation and Graduation Evaluation)
9. Quarterly Module Coordinator Evaluations
10. Annual Staff Satisfaction Surveys
11. Twice Annual Lecturer Peer Feedback

External Evaluations:

1. Twice Annual Advisory Board Meetings
2. Bi-Annual Alumni Surveys
3. TESA (Tourism Educators South Africa) benchmarks
4. Bi-Annual Audits from NHL Stenden University of Applied Sciences
5. Industry Feedback reports on each Intern

1.6 Fees & Costs

As Stenden South Africa is a private provider, all operations are funded by student fees. As such we practice a strict policy about student payments. The academic and other fees may be paid in its entirety before the 17th of January 2021 or may be spread over four periods. Each period will then need to be paid for the student to continue with the following module. Only when payments have been received will a student be allowed on campus / into the modules.

The standard payment schedule for study for first, second and third- and fourth-year students can be obtained from the Student Affairs Office: **adminsa@nhsstenden.com**

Annual fees are published on our website: **<http://stenden.ac.za/annual-fees/>**

Stenden South Africa requires students to pay one module in advance. Students who wish to discontinue studies at Stenden South Africa need to give one module notice. Students who wish to leave Stenden South Africa accommodation must give one semester notice. Students who have paid fees in advance will receive a refund after the required notice period has been deducted. No refunds will be given if the required notice has not been received. The cancellation charge will be billed as follows: if a student cancels after the start of a module, the cancellation fee will be the fees for that module.

Stenden South Africa reserves the right to withhold progression of the student into the next phase of the programme and to not release marks.

Academic fees are spread out equally throughout the programme, which includes internship.

2. Programmes

Stenden South Africa is registered with the Department of Education as a Private Higher Education Institution under the Higher Education Act, 1977, and according to Registration Certificate No. 2002/HE10/001, to offer a full-time, three-year degree programme in ‘Hospitality Management’ (NQF 7) and a full-time, four-year degree programme in ‘Disaster Relief Management’ (NQF 8).

The Hospitality Management Programme aims at the fulfilment of management positions within organisations with service and hospitality as their essential function, or as an important part of the complete organisation. Graduates receive a Bachelor Commerce in Hospitality Management degree (NQF 7). The programme consists of 390 credits and is registered with SAQA with the qualification ID number 63710:

<http://regqs.saqa.org.za/viewQualification.php?id=63710>

The Disaster Relief Management Programme aims to prepare students for professional and managerial roles within the field of Disaster Relief Management. Graduates receive a ‘Bachelor of Business Administration in Disaster Relief Management (NQF 8). The programme consists of 510 credits and is registered with SAQA with qualification ID number 90536:

<http://regqs.saqa.org.za/viewQualification.php?id=90536>

For our study programmes, students can start twice per year, either in January or July, however the July intake for the Disaster Relief Management Programme is subject to a minimum number of applications. All new students are expected to attend the Orientation Weeks, which start one week prior to the start of the first module of the programme. Orientation and introduction information is sent to all applicants who have been accepted.

2.1 Admission Requirements

To be admitted to degree studies, a student must comply with the minimum admission requirements as gazetted in the Higher Education Act No. 101 of 1997:

Students who have completed their schooling through the South African schooling system, must have qualified for the National Senior Certificate and have met the minimum requirements for admission to Bachelor’s Degree. Further, applicants must have achieved a pass or higher in English.

Other certificates / entrance requirements that may be considered by the Stenden South Africa Exam Committee for entry to the degree programmes include:

- Senior Certificate (Grade 12) and applicant is turning 23 years of age in the first academic year of study;
- Senior Certificate (Grade 12) and at least 1 successful tertiary academic year in a SAQA registered programme (NQF 5 or higher) that counts at least 120 credits;
- Another Higher Education qualification from a Registered Higher Education Institute; and
- Applicant is 45 years of age or older.

International students who wish to enroll and register at Stenden South Africa, must submit their school leaving qualification to Universities o South Africa (USAf) for evaluation to ascertain whether the requirements for entry to Higher Education Degree studies in South Africa are met – Universities South Africa (USAf) www.universitiessouthafrica.org.za

Further, international students who did not have English as a medium of instruction, must fulfil the following criteria with regards to English proficiency:

- An academic IELTS-test with Band score 6.0 and no sub-scores under 5; visit the IELTS website for more information.
- A TOEFL-test of 550 (paper-based), or 213 (computer-based). The TOEFL is only accepted when the IELTS-test is not offered in the applicant's country of residence.
- Applicants who are English native speakers, or who have successfully undertaken secondary or post-secondary courses for a minimum of two years - where English was the language of instruction, are not required to submit an IELTS or TOEFL test score.

Before students of other South African universities are permitted to study at Stenden South Africa, they are required to submit a Certificate of Good Conduct and a full official Academic Record.

The Institute may refuse the admission of a prospective student to Stenden South Africa if they have been found guilty of a serious criminal offence involving violence, dishonesty or any criminal action. Applicants must provide the full particulars of any criminal offence of which they have been found guilty upon application.

2.1.1 Recognition of Prior Learning

Stenden South Africa has a policy on the Recognition of Prior Learning (RPL). This policy is available in Chapter 9 of the Prospectus.

Students who wish to apply for RPL should send a request in writing to the Secretary of the Exam Committee, clare.du.plessis@nhsstenden.com. The request must be submitted together with proof of prior education and / or prior work experience. Recognition of Prior Learning can only be granted after admission to the Programme.

2.2 Academic Calendar & Study Hours

The 2021 Academic Calendar is available on the Stenden South Africa website: <https://stenden.ac.za/>

Classes are scheduled from Monday to Friday and are structured over 12 contact hours of 45 minutes each:

1	2	3	4	5	6	7	8	9	10	11	12
08:00	08:45	09:30	10:15	11:00	11:45	13:30	14:15	15:00	15:45	16:30	17:15

The full-time Programmes require approximately 40 hours of study per week. The contact hours vary, but generally comprise the following:

Year 1	Year 2	Year 3
20-25 Hours	15-20 Hours	12-15 Hours

2.3. Test & Rewrite Schedule

Re-writes of tests take place during the normal test schedules, namely in week 9 of each module period. Students wishing to undertake a re-write should register with **Gavin Timm, Student Affairs (gavin.timm@nhlstenden.com)** by the Wednesday of the 5th week of the respective module.

A rewrite fee of R 1000 will be charged.

2.4 Internationalisation: Grand Tour®

Stenden South Africa places much value on internationalisation and provides different opportunities for students to gain international exposure, both within and during their studies.

Stenden South Africa demonstrates its internationalisation through its curriculum, the Exchange Programme for lecturers and students and the campus sites in various places around the world, where our educational programme is on offer. With ‘The Grand Tour®’ we try to provide a contemporary version of the 17th-18th century ideal of educating students, in which it was thought that students would receive the best education by traveling the world and studying in various localities. Our students are able to take the Grand Tour® and continue their education by attending classes at one of the campus sites offering our programme in various countries around the world.

Stenden South Africa students can participate in Grand Tour® in their second and third years of study. Students interested in studying a semester or module abroad in Bangkok, Bali, Doha, or Leeuwarden should contact the Student Affairs Manager, Mrs. Ronel Bartlett for more information – **adminsa@nhlstenden.com**

Some students choose to perform their industrial placement abroad. They experience foreign cultures and acquire knowledge. Placement opportunities are available in a range of countries all over the world. A complete overview can be obtained from the Industrial Placement Coordinators.

The number of foreign exchange students who study at Stenden South Africa for a module or semester is significant. Many activities are organised to guarantee a pleasant study time for these students. In principle, exchange students may follow all the Stenden South Africa programme English modules from year 2. In addition, Stenden South Africa offers several minors for Grand Tour® students: Wildlife Management, Lodge Management, Entrepreneurship, Event Management, Food Security, Strategic Revenue Management, Advanced Wine Studies, International Human Resources Management, Change and Innovation and a range of different Internships.

2.5 Curriculum BBA Disaster Relief Management

The BBA Disaster Relief Management is a four-year professional degree programme that aims to develop professionals and managers within the field of Disaster Relief Management.

2.5.1 Programme Learning Outcomes

The programme seeks to achieve a total of 14 programme learning outcomes, which are linked to the relevant Dublin descriptors and professional clusters in the table below:

Dublin Descriptors	Cluster	Programme Learning Outcome
Making Judgements	Analytical Ability	i) Produce disaster management information from all data sources and select appropriate disaster KPI's to monitor operations; ii) Incorporate IT developments in internal and external communication strategies; iii) Develop forecasts and scenarios to support operational, tactical and strategic decision making and translate these into intervention strategies. iv) Use applied research principles and techniques in different pre- and post-disaster situations.
Communication	Collaboration Ability	v) Collaborate effectively across different kinds of teams, using different roles in different cultural settings.; vi) Coordinate the activities in a project, focusing on its goals, while maintaining effective and balanced relationships with people; vii) Communicate effectively with a wide variety of stakeholders, selecting appropriate media. viii) Resolve conflict with a win-win attitude and a non-violent communicative approach.
Applying Knowledge & Understanding	Operational Management Ability	ix) Evaluate the performance of an organisation from different stakeholders' perspectives in the context of set strategies; x) Evaluate the operational processes within and between organisations and formulate process improvement plans. xi) Evaluate financial decisions in alignment with the strategies and goals of an organisation and its stakeholders
Learning Skills	Self-Management Ability	xii) Express reflections on one's personal development with the aim of professional growth. xiii) Modify behaviour or professional conduct by valuing feedback, while maintaining focus on set goals. xiv) Manage tasks and people in stressful situations displaying a rational, resilient attitude.

2.5.2 Curriculum Structure – BBA Disaster Management

The four-year curriculum consists of a Foundation Phase of one year, and a Post-Foundation Phase of three years. All programme years are divided into two semesters of two modules each. The programme modules and semesters are outlined in the table below:

Year 1	Year 2	Year 3		Year 4
The Context of Disaster Management Intro to Research	Research Methodology Field Research 1	Strategic Management and Disaster Management Operations Financial Management		
Human Resource Management Business Communication I	Logistics Management Business Communication II	Climate Variability Severe Weather and Disasters Field Research II		Internship Research: Bachelor Thesis
Project Management Intro to Economics	Conflict Management Humanitarian Security Law	Minors	Conflict Resolution	
Disaster Management Planning and Implementation Disaster Management Communication	Disaster Response Role Players and Relationships Intro to Accounting		Food Security	
			International Relations (Stenden Thailand)	

2.5.3 Credit Structure

The four-year curriculum consists of a Foundation Phase of one year, and a Post-Foundation Phase of three years. One credit equals 10 hours of learning and is a combination of classroom time and self-study. There is a minimum of 30 credits per module per academic year and four modules per academic year. In the fourth-year students do 10 months of industrial placement for 80 credits and a research project for 40 credits.

Year	Curriculum Elements	Credits	Hours
Year 1	The Context of DM	20	200
	Intro Research	10	100
	Human Resources Management	20	200
	Business Communication 1	10	100
	Project Management (Theory)	20	200
	Intro to Economics	10	100
	Disaster Management Planning and Implementation	20	200
	Disaster Management Communication I	10	100
	Progress Test	1	10
	Career Development	4	40
	Elective Credits	5	50
Year 2	Research Methodology	20	200
	Field Research I	10	100
	Logistics	20	200
	Business Communication II	10	100
	Conflict Management and	20	200
	Humanitarian Security Law	10	100
	Disaster Response Role Players and Relationships	20	200
	Intro to Accounting	10	100
	Progress Test	1	10
	Career Development	4	40
	Elective Credits	5	50
Year 3	Strategic Management	20	200
	Financial Management	10	100
	Climate Variability, severe weather and disasters	20	200
	Field Research II	10	100
	Minor: Conflict Resolution (30 Credits) Minor: Food security (30 Credits)	60	600
	Minor: International Relations (Thailand) 60 Credits		
	Progress Test	1	10
	Career Development	4	40
	Elective Credits	5	50

2.5 Curriculum BBA Disaster Relief Management

Continued

Year	Curriculum Elements	Credits	Hours
Year 4	Internship	80	900
	Research: Bachelor Thesis	40	400
	Total	510	5100

Total for BBA is 510 credits as we have now added 10 credits per year for the first 3 years.

2.5.4 Module Learning Outcomes

The four-year curriculum consists of a Foundation Phase of one year, and a Post-Foundation Phase of three years.

Typically, each year consists of 4 module periods, each module comprising a total of 30 credits. The following outline presents the names, credits, and learning outcomes of each module:

Year 1, Module 1: The Context of Disaster Management and Introduction to Research	
Study Load	300 Hours
SA Credits	30
Desired Entry Level	Admission Policy Stenden South Africa
Module Objectives	<p>After participating in this module, the student:</p> <ol style="list-style-type: none"> 1. Explains the phases of the Disaster Management cycle 2. Has knowledge of the historical context of Development Management and Humanitarian Assistance 3. Is aware of the importance of coherence within the field of Disaster Management 4. Collects, practices methods of, interprets and judges (quantitative and qualitative) data related to Disaster Management. 5. Explains the criteria for and the variety of interventions within, the field of DM. 6. Identifies and evaluates the risk profiles and mitigation requirements impacting on individuals \ involved in Humanitarian Assistance / Disaster Relief activities and organisations. 7. Understands the generic principals of management within the DM context. 8. Understand logistics within the context of DM 9. Shows that he/ she is aware of cultural differences and approaches others in an open, unprejudiced and respectful manner.

Year 1, Module 2: Human Resources Management and Business Communication I	
Study Load	300 Hours
SA Credits	30
Desired Entry Level	Admission Policy Stenden South Africa
Module Objectives	<p>After participating in this module, the student:</p> <ol style="list-style-type: none"> 1. Has knowledge of internal processes, corporate cultures and the connection and interaction with partner organisations in the field of DM and is aware of organisational strategies about accountability matters 2. Can use and apply Human Resources Management theory and practices in support of the execution of personnel management requirements at operational level, in support of the addressing of specific projects and interventions in the field of DM. 3. Knows and understands Human Resources Management (HRM) theories and models with regard to recruitment, selection and appraisal of staff. 4. Investigates and reflects on the people/task orientation towards project management, giving consideration to the DM environment, cultural differences and use of networks involved in service delivery and interventions. 5. Uses and applies Human Resources Management principles in support of the operational strategy of a DM organisation 6. Knows and understands the phases of Change Management in organisations 7. Demonstrates correct writing conventions appropriate to purpose and context 8. Demonstrates effective oral communication skills in various formats and for various purposes 9. Develops a service directed attitude and thinks about objectives and plans for the NGOs and GOs within the context of Humanitarian Assistance. 10. Can evaluate and reflect on ethical and intercultural challenges associated with service provision within the DM environment 11. Shows that he/ she is aware of cultural differences and approaches others in an open, unprejudiced and respectful manner.

Year 1, Module 3: Project Management and Intro to Economics	
Study Load	300 Hours
SA Credits	30
Desired Entry Level	Admission Policy Stenden South Africa
Module Objectives	<ol style="list-style-type: none"> 1. Understands the unique characteristics of a project. 2. Distinguishes between the different phases and their respective tasks and tools in the project management process. 3. Applies different project analysis, definition, planning, execution, and control tools. 4. Applies tools and techniques to manage resistance and facilitate change 5. Explains concepts and principles of project management. 6. Demonstrates a thorough understanding of the project life cycle phases and 7. Demonstrates processes, tools, methods and the factors that can impact and influence project Success. 8. Relates theoretical and practical perspectives to project management
	<p>Learning Outcomes: Economics</p> <p>After participating in this module, you should be able to understand, discuss, critique and apply the following concepts from an environmental economics perspective:</p> <ol style="list-style-type: none"> 1. Visions of the Futures and defining a Sustainability Criteria 2. Valuing the Environment: Concepts and Methods 3. Property rights, externalities and environmental problems 4. The population problem 5. Agriculture and Food Security 6. Climate Change 7. Development, Poverty and the Environment

Year 1, Module 4: Disaster Management Planning and Implementation and DM Communication	
Study Load	300 Hours
SA Credits	30
Desired Entry Level	Admission Policy Stenden South Africa
Module Objectives	<p>After participating in this module, the student:</p> <ol style="list-style-type: none"> 1. Identifies and evaluates the risk profiles and mitigation 2. Understands the requirements impacting on individuals involved in Humanitarian Assistance / Disaster Relief activities and organisations. 3. Analyses and compares processes utilised in the domain of DM. 4. Identifies and evaluates the risk profiles and mitigation requirements impacting on individuals involved in Humanitarian Assistance / Disaster Relief activities and organisations. 5. Explains the criteria for and the variety of interventions within the field of DM. 6. Analyses and describes internal and external environment of a DM organisation / international NGO in the field and links this with the SWOT theory and model. 7. Knows the main national and international climate change frameworks. 8. Applies technology for monitoring and reporting in a DM context. 9. Can explain the principles and requirements of quality assurance from a DM service delivery and intercultural context. 10. Conducts a critical analysis of a DM organisations media and communications plan, ensuring it is fit for purpose 11. Understands the PR world from both theoretical and practitioner perspectives in the context of DM. 12. Identifies good practice in working with the news media 13. Prepares interview briefings and press conferences for DM Practitioners 14. Describes the most popular social media platforms, Twitter, Facebook and YouTube, as well as less-familiar social tools for monitoring and mapping 15. Understands how effective monitoring of social media can improve situational awareness.

Year 2, Module 1: Research Methodology and Field Research I

Study Load	300 Hours
SA Credits	30
Desired Entry Level	Admission Policy Stenden South Africa
Module Objectives	<p>After successfully completing this course the student is able to:</p> <p>Research Methodology</p> <ol style="list-style-type: none"> 1. Demonstrate familiarity with the structure and requirements of a research proposal in terms of its required elements (Problem formulation an overall aim, literature review, justification of research approach, methods of data collection and analysis, reporting, time scale/schedule of activities, cost estimation, dissemination strategies); 2. Give due consideration to access constraints and ethical concerns potentially impacting on a selected sampling, information gathering and research approaches in the formulation of a research proposal; 3. Select relevant and varied sources of information, and accurately analyse their arguments state their key points and recap details; 4. Use and apply inductive and deductive reasoning in support of the specification of a research hypothesis and the formulation of a research topic in the field of Humanitarian Assistance/ Disaster Relief; 5. Demonstrate the ability to present and communicate information and own ideas in well-structured arguments through the use of academic/professional discourse; 6. Demonstrate the ability to develop personal competences in the planning, consolidation and presentation of a research proposal; 7. Demonstrate knowledge or and experience with, the problem solving and strategic planning process and be able to analyse data for decision making purposes; 8. Accumulate data from a range of relevant DM sources for preliminary assessment on the impact and consequences of disaster related events; 9. Collect, practise methods or, interpret and judge (quantitative and qualitative) data related to Humanitarian Assistance; 10. Can use and apply effective communication skills as required for the planning, drafting and presentation of a basic project plan and support documentation relevant to a real or hypothetical project within the Disaster Relief Management Environment <p>Field Research:</p> <ol style="list-style-type: none"> 1. To introduce the concept of field research, to present its foundations and history. 2. To demonstrate an understanding of the requisites for ensuring quality of data in field research practices. 3. Practice collecting and organizing data. 4. To apply field research methods in practical scenarios to highlight understanding of techniques. 5. Analyse and interpret data. 6. Understand the use of Geographic Information Systems (GIS) in the collection and presentation of data for Disaster Management.

Year 2, Module 2: Logistics Management and Business Communication II module

Study Load	300 Hours
SA Credits	30
Desired Entry Level	Admission Policy Stenden South Africa
Module Objectives	<p>Logistics Managements</p> <ol style="list-style-type: none"> 1. Describe the process of planning, implementing and controlling the effective flow and storage of goods and services from point of origin to point of consumption. 2. Be aware of the role of logistics in a DM organisation. 3. Explain the systems approach to logistics in relation to logistical key activities including service, demand forecasting, inventory management, materials handling, order processing, packaging, communication, and distribution. 4. Explain the integrated approach to logistics activities implementation in the planning and addressing of relief services (water and sanitation, relief, food security, preventative and curative healthcare, and shelter) in support of the concept of total cost reduction to the Humanitarian Assistance / Disaster Relief organisation. 5. Evaluate specific risks and vulnerabilities applicable to service delivery for Humanitarian Assistance / Disaster Relief and ways to protect personnel against these risks as it applies to the delivery of goods and services in human or natural disaster contexts. 6. Understand the impact of weather conditions on operations. 7. Identify and compare sourcing possibilities and suppliers in relation to Humanitarian Assistance and Disaster Relief activities and specialisations as per identified services and interventions requirements. 8. Be able to support and or facilitate the coordination and mobilisation of resources in disaster response and recovery to reduce loss of life, property and damage to the environment through the use of appropriate response networks in line with organisational and service delivery requirements. 9. Evaluate a wide range of sourcing possibilities and suppliers against pre-determined criteria in support of the planning and implementation of Humanitarian Assistance and Disaster Relief interventions in terms of volume, variety, variation in demand and visibility in line with identified service delivery and operational requirements. 10. Have basic knowledge of water and sanitation, relief, food security, preventative and curative healthcare, and shelter in the context of intervention management and policy making. 11. Understand the importance of the dissemination of appropriate information being conveyed to potential affected communities and other players in support of humanitarian assistance / disaster relief operations. 12. Demonstrate sensitivity for the social, economic and cultural differences and needs, particularly with respect to the distribution of goods, within communities affected by human or natural disasters.

Module Objectives	Business Communication II
	Vocabulary
	<ol style="list-style-type: none"> 1. Demonstrate the development of a wider vocabulary towards producing short communications based on personal preferences. 2. Read and comprehend narratives dealing with a variety of subjects with increased understanding. 3. Plan and produce compositions, descriptions and requests for information based on personal experiences and immediate surroundings. 4. Demonstrate correct use of grammar associated with the main ideas and facts from interactive and oral communications. 5. Use appropriate grammar structures and syntax in writing. 6. Debate

Year 2, Module 3: Conflict Management and Humanitarian Security Law

Study Load	300 Hours
SA Credits	30
Desired Entry Level	Admission Policy Stenden South Africa
Module Objectives	<p>After successfully completing participating in this module, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate empathy & relationships for improved communication and managing their own emotions towards positive outcomes 2. Develop a comprehensive understanding of conflict management concepts 3. Demonstrate knowledge of the theories associated with conflict resolution and peacebuilding. 4. Understand the different conflict resolution strategies that can be applied to analyse conflict 5. Gain knowledge through case studies of conflict resolution and peacebuilding interventions. 6. Explain the nature and causes of conflict. 7. Explain and apply the theories associated with conflict management and Humanitarian Security Law in different scenarios. 8. Identify the different approaches that can be used to analyse a conflict 9. Present the options for conflict de-escalation and intervention 10. Evaluate interventions and best practices in dealing with conflict management. 11. Identify and use appropriate information resources applicable to different conflicts 12. Develop sustainable and conflict sensitive peacebuilding interventions 13. Understand the importance of communication and skills to effectively communicate

Year 2, Module 4: Role-players and Relationships and Introduction to Accounting

Study Load	300 Hours
SA Credits	30
Desired Entry Level	Admission Policy Stenden South Africa
Module Objectives	<p>After participating in this module, the student:</p> <ol style="list-style-type: none"> 1. Is aware of the importance of coherence within the field of Humanitarian Assistance. 2. Applies identified criteria sets in order to classify and compare different types of DM organisations and interventions in terms of its specific character and specialisations. 3. Evaluates disaster management policy framework(s) as it applies to the internal and external environment, in preparation for the planning of humanitarian assistance / disaster relief interventions as part of an operational team. 4. Accesses the Humanitarian Practice Network and information channels in support of the planning of support services in response to identified needs and interventions. 5. Explains the criteria for and the variety of interventions within the field of DM. 6. Uses national and international standards and indicators as a benchmark so as to evaluate local and organisational DM service delivery. 7. Knows the most important rules and regulations in international law that play an important role in DM with regard to mandates, licenses, trade (purchase and import) environment and Human Rights. 8. Identifies relevant role-players in terms of designated specialisations and responsibilities in support of the effective management of outputs, goals and results against set objectives. 9. Investigates and evaluates the issues and nature of corporate governance and the relationship of effective governance criteria and governance compliance 10. Explains the nature and purpose of accounting. 11. Identifies the users of accounting information and their needs. 12. Classifies and records business transactions in books of accounts; and 13. Prepares trial balance statements of a sole trader.

Year 3, Module 1: Strategic Management & Financial Management

Study Load	300 Hours
SA Credits	30
Desired Entry Level	Completion of all credits of year 1
Module Objectives	<p>Strategic Management (20 credits): Change management, management and organisation theory, corporate social responsibility, strategic management theory and analysis tools, innovation and entrepreneurship</p> <p>Financial Management (10 credits): Produce a strategic plan of action to a scenario whilst taking financial implications into consideration</p>

Year 3 Module 2: Climate Variability & Research 2

Study Load	300 Hours
SA Credits	30
Desired Entry Level	Completion of all credits of year 1
Module Objectives	<p>Climate Variability (20 credits): Measure disaster impacts and plan adaptation strategies</p> <p>Field Research 2 (10 credits): Collate information to create mitigation KPI's</p>

Year 3 Module 3 & 4: Minors

Study Load	300 Hours
SA Credits	30
Desired Entry Level	Completion of all credits of year 1
Module Objectives	<p>Students can choose two from the following 30 credit Minors:</p> <ol style="list-style-type: none"> 1. Wildlife Management 2. Conflict Resolution 3. Green Logistics (Emmen Campus, The Netherlands) 4. Social Entrepreneurship 5. International Relations (Bangkok Campus, Thailand) 6. International Human Resources Management 7. Change & Innovation Management <p>Additional minor options at other NHL Stenden campus sites are available. Please ask your faculty or Student Affairs.</p>

Year 4 Internship & Research Project	
Study Load	1 200 Hours
SA Credits	120
Desired Entry Level	Completion of all credits of year 1
Module Objectives	<p>Internship – 10 months 4 days per week:</p> <ol style="list-style-type: none"> Carrying out tasks within the specific departments of the host organisation; Developing practical skills necessary to the position within the department concerned. Developing (organisation/departmental specific) management skills; Organising and implementing a Management Project required by the organisation. <p>Research Project – During internship with 4-week finalisation on campus</p> <p>Conducting Research that is either relevant and useful for the organisation in which the student is doing his/her internship, or research which focuses on an independent topic which is not directly related to the work of the organisation.</p>

2.5.5 Practical Training

Real World Learning, excursions and field research are important elements within the four-year Disaster Management BBA. This first year focuses on the fundamental aspects of Disaster Management and Real world learning which is an important aspect towards our BBA program.

Year 1

First Aid

(16 hours facilitation presented over two days)

This First Aid Level 1 course will enable students to respond to medical, injury or environmental emergencies effectively and efficiently, as required by the Occupational Health and Safety (OHS) Act. It is an interactive First Aid Training Course that allows plenty of time for the students to practise the skills of cardio-pulmonary resuscitation (CPR), splinting, bandaging and stopping bleeding. The basic principles of personal safety, as well as ensuring that first aid is rendered in a safe environment, also form an integral part of the training conducted.

The First Aid Level 1 Training Course meets the South African Department of Labour's standards and guidelines as stipulated in the OHS Act. A Department of Labour approved First Aid Level 1 certificate, valid for 3 years, will be issued on the successful completion of training. Evaluation requirements include a written test, as well as a practical CPR skills test on one person.

GIS (Geographical Information Systems) – three-day course.

Refugee Camp

This will be an exercise in logistics, planning and liaison with a wide range of role players, service providers and finally, the physical construction of a mini refugee camp. The students will work on:

- Situation analysis
- Determining a suitable location for the camp
- Determining requirements and the number of refugees
- Devising a standard plan for a tented camp
- Ordering necessities (make use of all service providers – local governments, SANDF, social service organizations, all NGO's in the field, Red Cross, Gift of the Givers, etc.)

Character Building

Character building is a practical exercise within a controlled, simulated environment, to enable the student to experience some elements of a day within the life of a refugee. The following issues will be discussed: to run simultaneously, interwoven with the practical components, refugee camp management, weapons training; and then added as a practical exercise, a field experience where the students will have to endure a route march, use compass & GPS technology, undertake some map reading and experience a survival exercise. Beach hikes, practical interaction with the NSRI and character challenges, will also form part of the practical component of the programme.

Year 2

Practical training, excursions and field research are important elements within the four-year Disaster Management BBA. The second year focuses on the operational aspects of Disaster Management. These aspects can be divided into the following parts: First Aid level III, Character Building, contact sessions with the Ndlambe Municipality, as well as visits to a variety of national key points, vulnerable points and different Disaster Management Centres, as well as CCMA, are planned for this year. The exact dates, programmes and all necessary information for all practical trainings of this first year will be provided in due course.

Real World Learning - Ndlambe Municipality

The second-year students will be involved in the Ndlambe Municipality Disaster Management Centre. At least 24 hours per module will be spent within the DMC, towards the assistance of the total upgrading of the centre. Detailed information regarding the project will be communicated with the students.

First Aid

(24 hours facilitation presented over three days)

The First Aid Level 3 training course meets the South African Department of Labour's standards and guidelines as stipulated in the OHS act. A Department of Labour-approved First Aid Level 3 certificate, valid for 3 years, will be issued on the successful completion of training. Evaluation requirements include a written test, as well as a practical CPR skills test on one person.

Year 3

In year three, students will receive:

1. Advanced GIS Training
2. Base Radio Operator Training
3. Site Visits related to Minors offered

2.5.6 Progress Test

Progress Tests are a form of testing to measure the study progress and knowledge development during the three theoretical years. The set questions in these tests reflect the level of the programme objectives. The tests help students gain insight into the strengths and weaknesses of their particular knowledge level.

The test consists of 100 questions, with answers of either true/false or multiple choice. Per study year, a minimum number of questions from every discipline or subject must be answered. It is important to know that every incorrect answer will be subtracted from the total of correct answers.

For each study year, the year norm must be achieved. If the year norm is achieved in the first test, you do not have to take any other tests during the year. However, we strongly recommend that you participate in all three tests, so that the individual knowledge level can be monitored, and development areas identified.

The year norm is 70% of the minimum number of questions answered. It is not possible to achieve the year norm in advance. For example, it will not be possible for you to get points in advance for the 3rd year test, while still in the 2nd year.

The pass norm per test is outlined in the following table:

Norm	Minimum number of questions	Norm: correct minus incorrect: 70%	Study Credits
1st Year	50	20	1
2nd Year	75	30	1
3rd Year	100	40	1

Please note: You need to sign in for each test in advance at the Student Affairs office. The sign-in times will be published beforehand. After the closing date, it will no longer be possible to sign in for, or participate in, the test.

2.6 Hospitality Management Curriculum

The aim of the Hospitality Management Programme is to ensure that graduates meet all the competencies set by our faculty, in close collaboration with our Academic Advisory Boards and other Hotel Management Schools.

By demonstrating these competencies in Real World Learning scenarios (experiential, Design Based, problem based, international, applied research), graduates will also demonstrate they possess the skills, knowledge and professional attitude required to enter the hospitality profession, hitting the ground running, and ultimately be leaders of the hospitality industry, and related industries.

2.6.1 Competencies Profile

The following learning outcomes have been set for the curriculum:

1. Knowledge, skills and attitude necessary to work effectively in the international hospitality industry
2. An understanding of changes and trends in the internal and external hospitality environment and the role these play in strategic decision making.
3. The ability to retrieve and handle information from a variety of sources (electronic, written, oral, to effectively form decisions and policy).
4. The ability to interact with others constructively, and to motivate and lead people towards common goals, respecting diversity, regardless of background and culture.
5. The ability to assess, enhance and control processes within the international hospitality industry.
6. The ability to evaluate a hospitality business (from a marketing, HRM, operational and financial perspective), and to propose enhanced processes.
7. The ability to recognise opportunities in the market and to translate these into products or services in an entrepreneurial way.
8. The ability to communicate in English (B1, C1 CEFR).
9. The ability to be an independent and responsible learner, able to reflect on their learning and behaviour, in order to steer and regulate their personal development
10. An understanding of social responsibility, global civic awareness and sustainability, and take these into consideration in decision making.

2.6.2 Curriculum Overview

The Foundation Phase (year 1) contains four major modules. Students spent a full module learning about Real-World Hotel Operations at Stenden MyPond Hotel. The approach used in this hospitality-specific module is 9 weeks of practice, combined with (on the job) theory related to working at an operational level. The other three modules in the Foundation Phase (Resources, Hospitality Operations and Guest Experience), are complementary, as they serve to provide scope for discussions relating to the necessary resources - financial, human, physical, as well as the capabilities needed to enhance a guest's experience in the consumption of the hospitality service product. The PBL and DBL elements of all three theoretical modules draw together the theoretical and practical content of the other elements.

The Main Phase comprises the second, and third years. In the second year, each of the four modules focuses on operational and other activities undertaken at the middle-management level within the hospitality organisation – planning, performance management, monitoring and controlling, as well as a specialisation of choice. One module – Hospitality Operations Performance (PER) – is a mix of theory and Real-World Learning in practice and builds further on those work-based learning skills acquired in the Foundation Phase.

The third year moves from the tactical learning activities encountered in the second year, to a longer-term strategic planning focus. The year is divided equally between the strategic semester and the Industrial Placement.

Underlying the strategic semester is the expansion of student research activities, resulting in the completion of the Hospitality Research Project.

The Industrial Placement completes the programme structure. The placement, of 21 weeks, is usually undertaken in national and international hotels, or hospitality-related organisations.

Throughout each year, there is a strong focus on the personal development of the student in the career development programme.

NB: Please note that the Hotel School has recently redesigned its curriculum, based on Design Based Education principles. To this end, several new modules were developed and piloted in 2019, beginning with year one modules.

2.6.3 Credit Structure

The South African regulations require that students complete a minimum of 360 credits in order to obtain the B Com degree. The Stenden South Africa degree exceeds this requirement, as it comprises 390 credits. A minimum of 10 hours of learning activities equals one credit.

There are a minimum of 30 credits per module per academic year and four modules per academic year. The study weeks are compulsory and a student cannot pass a year without successfully completing the study weeks, community hours and personal coaching assignments related to the career development programme. In addition, the student needs to pass the Progress Test. In the third-year, students complete 21 weeks of industrial placement with an academic management project, which amounts to 65 credits.

To pass a module, students must obtain an average of 55% for the module and may also not fail any sub-norms, for which the pass mark is 55%.

All educational activities, including lectures, PBL, DBE, individual study, introduction lectures, self-management/personal coaching, industrial orientation, tests, writing module assignments etc. are included in the calculation of the study load and are therefore considered when determining the credits. The study load for the Foundation Year is 130 credits, while the study load for the Post-Foundation phase is 260 credits. The table below outlines a summary of the modules and other curriculum elements, together with their credits and study load.

Year	Curriculum Elements	Credits	Hours
Year 1	Resources	30	300
	Guest Experience	30	300
	Hospitality Operations	30	300
	Real World Learning 1	30	300
	Progress Tests	1	10
	Career Development	4	40
	Elective Credits	5	50

2.6 Hospitality Management Curriculum Continued

Year	Curriculum Elements	Credits	Hours
Year 2	Hospitality Operations Environment	30	300
	Hospitality Operations Design	30	300
	Hospitality Operations Performance	30	300
	Elective Minor	30	300
	Progress Tests	1	10
	Career Development	4	40
	Elective Credits	5	50
Year	Curriculum Elements	Credits	Hours
Year 3	Strategic Management I	30	300
	Psychology of Management and Organisation	30	300
	Industrial Placement (21 weeks)	50	500
	Management Project	15	150
	Progress Tests	1	10
	Career Development	4	40
	Total	390	3900

2.6.4 Module Overviews

The table below details the learning outcomes and focus (aim and content) of the major modules in each stage of the programme. Specific unit outcomes per module are provided in the module books.

Year 1		
Module	Module Learning Outcomes	Aim and Content
Resources	Demonstrate an understanding of basic concepts pertaining to HRM, finance, and law in an international hospitality context.	The module Resources deals with several issues of intrinsic importance within the context of the hospitality industry. Based on real world incidents and theory, students will be given an overview of basic concepts relating to both human and financial resources, whilst developing knowledge in the area of law and an appreciation for the multi-cultural nature of the sector.
Guest Experience	Demonstrate an understanding of basic concepts pertaining to HRM, finance, and law in an international hospitality context.	The module Guest Experience is based on situations in which guests and the hospitality organisation meet each other. The module aims at creating opportunities for the students to determine the most suitable guests and communicate with them in the host role and also visit a hospitality provider and experience being a guest within the industry.
Hospitality Operations	Describe different hospitality concepts with their services and products and understand basic financial processes and outcomes within general hotel operations.	The module Hospitality Operations introduces the operational lodging and food and beverage industry, by offering insights into standards and operational procedures, together with their financial and legal aspects and offering hospitality in a professional way. Background and reference within each module period will be an international hotel in one of the main cities of one of the continents (e.g. London, Singapore, Cape Town).
Real World Learning 1	Demonstrate a basic ability to perform in hotel operations in a practical Real-World environment.	The purpose of the module Real World Learning 1 is to introduce students to the world of hospitality in a real hotel environment. Through learning by doing, students will identify what hospitality is and what its key components and functions are. The focus of this module is on developing the personal and professional competencies required for working in the international hospitality industry. This is supported with training in technical competencies.
Career Development Programme Year 1	Demonstrate skills to enable continuous professional and personal development.	The focus of this programme is to enable students to become a professional and contextual learner and as such, the transition to successful hotel school students. It entails personal management, study skills and work exploration and career building. The CDP is integrated and related to PBL in the regular module structure. During weekly meetings coaches and tutors decide which support is needed. Students are able to influence the content and process (question driven).
Learning Outcome: Develop a general understanding of all aspects of hotel operations, including HRM, marketing, finance and law in a practical and theoretical real-world context.		

Year 2		
Module	Module Learning Outcomes	Aim and Content
Hospitality Operations Environment	Analyse and assess the operational environment of the international hospitality business.	The focus of this module is on the analysis of the operational environment of a hospitality company, when creating a RWL feasibility study on a tactical level. An important aspect is how to communicate these findings to management. Two specific units of this module relate to the analysis of financial statements of a (RWL) hospitality company, to evaluate and assess the financial performance of a company and to understand, analyse and interpret the legal context of a hospitality company by applying law statutes and jurisprudence on the facts of selected RWL-cases.
Hospitality Operations Design	Analyse and design operational processes, based on the service concept to achieve international industry quality standards.	Operations Design covers the principles of operations management and focuses on the decisions made to support the quality standards for the business, based on three aspects: operations, business statistics, and revenue management. Based on the service concept, decisions are made on how to set up processes, process flow and needed resources, including quality systems and quality improvement. To support these decisions, business statistics are used: tools to transform data into management information about quality. Many hospitality businesses function in the context of fixed capacity with varying demand. These are balanced by applying the ideas of revenue (yield) management. The module will preview how these principles can be used to design policies with regard to revenue.
Hospitality Operations Performance	Analyse and assess practical and theoretical hospitality scenarios and problems at micro, meso and macro level, utilising appropriate research and analytical tools. Demonstrate knowledge and skills relevant to supervisory positions within a Real World hospitality environment.	This module focuses on the tactical management level of the international hotel industry and is based around the areas of marketing (including ICT), human resource management, intercultural management, as well as management and organisations. This module runs for 4 consecutive weeks in association with the 5 weeks practical experience at the Stenden MyPond Hotel in Port Alfred and the practical sections on the sites.
Elective Minor	The module outcomes for the minor selected differ from one module to the other. Module learning outcomes for each module are available on Student Manager.	The aim of the minor modules offered is to deepen/broaden the students' understanding in a specific subject area of their choice. The subjects allow the students to specialise in the specific subject area
Career Development Programme year 2	Demonstrate the skills necessary to become aware of personal and professional behaviour, within an international context.	The second year focuses on deepening understanding with regard to professional writing, making intentional and efficient study decisions and global citizenships. The CDP is integrated and related to PBL in the regular module structure. During meetings, the study coach and tutors decide which support is needed. Students are able to influence the content and process (question driven).
Learning Outcome: Analyse and assess practical and theoretical hospitality scenarios and problems at micro, meso and macro level, utilising appropriate research and analytical tools. Demonstrate knowledge and skills relevant to supervisory positions within a Real World hospitality environment.		

Year 3

Module	Module Learning Outcomes	Aim and Content
Strategic Hospitality Management	Evaluate the strategic position of a hospitality organisation using the appropriate management theories and tools, in order to design a new strategic plan.	The focus of this module is on obtaining the required knowledge of contemporary issues and driving forces within the hospitality industry. This involves determining the strategic position of a hospitality organisation and applying the relevant management tools and techniques to create, identify and evaluate strategic options that are available to an organisation. An important aspect is how to communicate important strategic issues effectively, both in written and oral communication, to the identified relevant stakeholders. A specific unit of the module is the Hospitality Research Project (HRP), in which students will be required to design, develop and execute an applied research project aimed at Bachelor level.
Psychology of Management and Operations	Measure, monitor, and manage the execution of elements of a strategic plan in a Real-World context.	The focus of this module lies on the processes by which an organisation manages the formulation and implementation of its strategic plans. The module helps to further develop the knowledge, skills, and attitude needed for a managerial approach to running a hospitality organisation in today's competitive environment. Applying the principles of problem-based learning and DBL, students will work on comprehensive real-world problems, in order to learn how to undertake the systematic and analytical processes for formulating, implementing and managing strategic issues relating to business performance. Furthermore, students will apply and develop their hospitality management competencies in the real-world context of our teaching hotel. A specific unit of the module is the Hospitality Research Project (HRP), in which students will be required to design, execute, and report on an applied research project at Bachelor degree level.
Career Development Programme year 3	Demonstrate the ability to align personal and professional competencies with career aspirations	The third year of the Career Development Programme focuses on the transition phase to internship and work career. It includes application training, preparation for the internship and company presentations. The CDP is integrated and related to PBL in the regular module structure. During meetings, coaches and tutors decide which support is needed. Students are able to influence the content and process (question driven).
Internship and Management project	Demonstrate the knowledge, skills and attitude necessary to work effectively in the international hospitality industry. After finishing the third year successfully, the students will be able to make a valuable contribution to the industry and integrate both academic and practical knowledge, through a research-based Management Project.	

Learning Outcome: Determine the strategic driving forces and position of hospitality operations. Conduct an applied research project. Demonstrate knowledge and skills relevant to management positions within a Real-World hospitality environment. Demonstrate knowledge and understanding of a specialist hospitality sector.

2.6.5 Progress Test

Progress Tests are a form of testing to measure the study progress and knowledge development during the three theoretical years. The set questions in these tests reflect the level of the programme objectives. The tests help students gain insight into the strengths and weaknesses of their knowledge level.

The test consists of 100 questions, using either true/false or multiple choice. Per study year, a minimum number of questions from every discipline or subject must be answered. It is important to know that every incorrect answer will be subtracted from the total of correct answers.

For each study year, the year norm must be achieved. If the year norm is achieved in the first test, you do not have to take any other tests during the year. However, we strongly recommend taking part in all three tests, so that the individual knowledge level can be monitored and development areas identified.

The year norm is 70% of the minimum number of questions answered. It is not possible to achieve the year norm in advance. For example, it will not be possible for you to get points in advance for the 3rd year test while still in the 2nd year.

The pass norm per test is outlined in the following table:

Norm	Minimum number of questions	Norm: correct minus incorrect: 70%	Study Credits
1st Year	50	20	1
2nd Year	75	30	1
3rd Year	100	40	1

Please note: You need to sign in for each test in advance at the Student Affairs office. The sign-in times will be published beforehand. After the closing date it will no longer be possible to sign in for, or participate in, the test.

2.6.6 Elective Credits

The elective study credits system has been developed with the following objectives in mind:

1. To let students choose an activity that supports their own personal development.
2. To provide students with a flexible opportunity to practise and increase their competencies.
3. To enable students to contribute to the well-being of the community.

Students must obtain 5 study credits during the first and second years of their studies. This translates into 50 hours of work each year, of which 30 hours should be worked within the organisation of Stenden South Africa (internal) and 20 hours need to be attained through community work (external). The student is personally responsible for planning and executing this work.

The following rules apply to elective credits:

- a) For each 10 hours of work, one credit can be earned. This excludes writing the evaluation report for the external credits.
- b) It is possible to connect different, unrelated activities that add up to 10 hours (or a multiple of 10 hours) to gain an elective credit.
- c) A student can gain more elective study credits (internal and external) than is obligatory.
- d) Extra points will be registered and will be added to the total amount of points. Students who perform extra activities for Stenden or the community can be rewarded with a Certificate of Commitment.
- e) Credits cannot be transferred to the next year.
- f) Part-time jobs or any form of paid work are not considered for credits.
- g) A copy of the submitted forms should be included in the student's career development portfolio and will be discussed in the meetings with the Personal Coach.
- h) All activities must be approved before engaging in them. The activity should be approved by a Lecturer, Personal Coach, the Student Counselor, SRC President, Community Development Manager, any Head of Department at Stenden or the Executive Dean.

Procedure for Elective Credits (Internal and External):

1. Print the 'Study Credits Form' from Student Manager. Please use a new form for each activity.
2. Fill out the 'Activity Proposal' part of this form and have it signed by a Lecturer, Personal Coach, Student Counselor, or the Academic Dean.
3. Perform the activity and have the coordinator of the activity fill out the first part under 'confirmation'. Remember that you are an ambassador of Stenden South Africa.
4. Sign the form at the bottom, including place and date and submit the 1x A4 Evaluation Report to your Personal Coach when it concerns an external activity.
5. Make a copy for your portfolio and submit the original to the Student Affairs Manager's office.
6. The credits overview will be updated during each study week (week after each module) and can be found on Student Manager.

For your personal overview, you may use, in the same folder, the 'Portfolio Credits Overview Format'.

Internal Credits

An internal study credit is acquired through assisting the Stenden community and can be gained by:

- Activities in the Executive Board, Committees and Workgroups within SRC. The contact person is the Chairman of SRC.
- Planning cultural activities for students with the cooperation of SRC.
- Marketing and PR activities for the Institute (e.g. Open Days, Marketing). The contact person is the Marketing Department.
- Academic activities and activities such as functions, gourmet evenings etc. The contact person is the Lecturer directly involved in the activity.
- Research projects for Stenden South Africa, or working as a research assistant to any staff member involved in research.
- Orientation for first years and (potential) new students.
- Projects for Lecturers (discuss with individual Lecturer).
- Working at campus Guest Relations and in the campus Library.
- Any other activity that you think would add value to the Stenden community, as well as to your personal competencies.

External Credits

An external study credit is gained with work done to assist the community, whilst building your personal competence.

Students can choose activities that strengthen their personal competencies; they may not be paid for their work. The student consults his Personal Coach, decides which competencies he wants to practise and strengthen and on the basis of this he / she chooses an activity. The student fills out the proposal form, which needs to be signed by the Personal Coach. After the activity has taken place, the student writes a report of 1x A4 sheet and submits it to his / her Personal Coach and includes a copy in his / her portfolio.

Currently, Stenden South Africa is involved in numerous community projects. Examples include the Stenden South Africa Entrepreneur Centre, Harris House, Child Welfare, and The Benevolent Society.

3. Exam Regulations

The Exam Regulations outline the Rules and Regulations of our Academic Programmes, as well as your rights and responsibilities as a student in the programme. Please consult these rules in detail to ensure you are familiar with your rights and responsibilities.

Stenden South Africa has an Exam Committee. The Examination Regulations and the Module Examination Regulations of Stenden South Africa describe the tasks and responsibilities of the Exam Committee. The Exam Committee generally has a meeting every second week of the module, though may deviate when there are urgent requests, or no requests at all from students or Lecturers. The basic process of submitting Exam Committee requests is as follows:

1. Requests to the Exam Committee must be handed in to the Secretary of the Committee (Mrs. Clare du Plessis), by email on clare.du.plessis@nhlstenden.com, no later than one calendar week before the meeting date.
2. Requests for the Exam Committee must be formulated and motivated in a clear, lucid way.
3. Requests that do not meet, or do not meet in full, the provisions of section 2, will not be accepted. In addition, handwritten requests will not be accepted.
4. Requests to the Exam Committee regarding a module must be in the possession of the Exam Committee no later than 10 school days following the publication of the regular test opportunity result (which is not a resit). A corresponding regulation is applicable to other exam sections.
5. The Exam Committee's decision is communicated to the student, either in writing or digitally, within 5 school days after the Exam Committee has discussed the student's request in the meeting.

Stenden South Africa's various educational activities programmes are awarded with credits. The Exam Committee has final responsibility for the awarding of credits. As soon as the results of examination papers are confirmed, they will be published as temporary results, but no rights can be derived from these temporary results (refer to Module Examination Regulations).

The procedure below is used to award and process the credits:

- a. The (module) coordinator keeps track of the credits of an educational activity. The names of the responsible (module) coordinators are mentioned in the description of the individual educational activity.
- b. The (module) coordinator informs the Academic Dean of the credits once an educational activity has been completed.
- c. The Academic Dean instructs the Student Affairs Manager to make the marks available and inform the student and his / her sponsor.
- d. After each module, the Student Affairs Manager will communicate via e-mail that the results have been released. Students are expected to access their results on Student Manager using their log-in details. Students are expected to share their log-in details with their parents / sponsors.

The purpose of the Module Exam Regulations (MER) is to regulate the general course of events concerning the (module) exams, in order to determine the study progress of the student and/or if the student can be admitted into the Main Phase and the Graduation Phase of his / her education.

The Article numbers refer to the Stenden South Africa Exam Regulations. The paragraphs under the articles form a detailed specification of the relevant article in the exam regulation. It is therefore wise to always first read the articles concerned in the Stenden South Africa exam regulations.

Article 1 - Glossary of Terms Used

Academic Calendar	An overview of all main academic activities in an academic year. This document is published on Student Manager.
CBL	Case Based Learning
Internship Procedure	A student must go through the Internship Coordinator in order to source an internship company
PBL	Problem Based Learning
Progress Test	A test at the final level of the academic year, which has a different pass standard for each study year
RPL	Recognition of Prior Learning: skills and knowledge developed and gained in a job or training gained via another education course.
Regular Chance	The module exam that concludes and is linked to a specific module period.

Article 2 - Participation in the Exam

Article 2.1 Placements of students in modules

- par. 1 The Education system automatically places first-year students into the modules they will follow. This placement is binding.
- par. 2 Every student must let the Student Affairs Manager know his / her annual planning of the modules for the next study year if it deviates from the regular year planning.
- par. 3 Students can register for a specific module only once during each academic year.
- par. 4 Unless stipulated otherwise in the study plan, or by the Exam Committee, students can be registered in a maximum of one module for each module period.
- par. 5 Students can register for a specific module no more than twice during the course of their studies. Should a student still have failed to pass a module after undertaking all possible resits, the student can apply to the Exam Committee for further consideration.
- par. 6 Student Affairs places the students registered for a module into groups. This placement is binding.
- par. 7 A student who wants to change module groups, must submit a well-motivated request to the Module Coordinator.
- par. 8 A student who, because of force majeure, is unable to attend a module from the start, can only be allowed to attend the module if he / she is able to start the module concerned no later than at the beginning of the third week.

3. Exam Regulations Continued

- par. 9 A student can be scheduled to work at Stenden South Africa functions. If a student does not wish to do so, he / she must submit a motivated request in writing to the Exam Committee.
- par. 10 a. A student can complete part of his / her education at one of the Stenden sites abroad (Grand Tour®)
b. A student who wishes to complete the first module of the second year abroad, must meet the following conditions:
- have passed at least three modules of the Foundation Year
- have received positive feedback from his / her Personal Coach
c. Students who wish to complete the second module of the first semester or (a module of) the second semester, or study parts of the third year abroad, must have passed year 1 and have received positive feedback from their Personal Coach.

Article 2.1.2 Grand Tour

- Par. 1 a. A student can complete part of his / her education at one of the Stenden International Branch Campuses abroad (Grand Tour®)
b. A student who wishes to complete the first module of the second year abroad must meet the following conditions:
- have passed at least three modules of the Foundation Year;
- have received positive feedback from his / her Personal Coach ;
c. A student who wishes to complete the second module of the first semester or (a module of) the second semester of study parts of the third year abroad, must have passed the Foundation Phase and have received positive feedback from their Study CareerCoach.
d. Students who wish to do the Grand Tour® must have all fees paid up to date.

Article 2.2 Following Elective Modules/Minors

If a student follows an elective module or a minor at a study program other than the one for which one is registered, the education and Exam Regulations of the own Education are applied.

Article 3 - Institution and Tasks of the Exam Committee

Article 3.1 Decision-making

- par. 1 The Executive Dean proposes suitable candidates to the Executive Board of NHL Stenden University of Applied Sciences to serve on the Exam Committee for the duration of one year. The Executive Board appoints the members of the Exam Committee based on the advice of the Executive Dean.
- par. 2 The Exam Committee takes decisions concerning the implementation and the content of the education regarding a certain module, acting on the advice of the faculty concerned.

Article 3.2 Appointing Examiners and Moderators

- par. 1 Examiners are Lecturers with an academic degree at least one NQF level higher than the level of students being taught. Moderators should possess an academic degree two levels higher than the level of students being taught, with the exception of the 4th year Disaster Relief Management, where an NQF 9 is sufficient.

Year	BCOM Hospitality Management		BBA Disaster Management	
	Assessor	Moderator	Assessor	Moderator
1	NQF 6	NQF 7	NQF 7	NQF 8
2	NQF 7	NQF 8	NQF 7	NQF 8
3	NQF 8	NQF 9	NQF 8	NQF 9
4	-	-	NQF 9	NQF 9

All first and second (and third for BBA DRM) year exams are moderated internally, whereas all final year exams are moderated externally, either at NHL Stenden University Netherlands or at a Registered Institution of Higher Learning in South Africa with similar expertise (e.g. Rhodes University). Moderators are required to have a qualification two NQF levels above the students whose work they will moderate.

par. 2 At the start of each academic year, the Exam Committee appoints the Examiners and Moderators for students who are following educational programmes abroad.

Article 3.3 Calculation of Pass Standard for Module Exams

par. 1 The Module Book indicates how many points a student can acquire, how he / she can obtain them and what the minimum standards are that a student must meet in order to pass the module.

par. 2 A student has passed the module if he /she has:

- acquired at least 55% of the maximum possible number of points and;
- for each component of the module exam described in the module book (with the exception of PBL, CBL, effective group work and participation at the practical department), has obtained a minimum score of 55% of the maximum possible score for that component of the module exam.

par. 3 The assessing criteria for each module exam component are stipulated in the Module Book.

par. 4 To calculate the standard for each module exam component, a fraction of half (0.5) and higher is rounded off upwards to the next higher whole number; if it is less than a half, it is rounded off downwards to the next lower whole number.

par. 5 When determining the number of points obtained for the module exam, the score is rounded off upwards to achieve a whole number of points.

Article 3.4 Calculation of the Pass Standard for Progress Tests (BCom Hospitality Management Only)

par. 1 For the first three years of study, management determines a year standard that must be obtained for each year in order to pass the Progress Tests of that specific year. The year standard to be obtained equals the correct score of 55% of the minimum number of obligatory test questions that must be answered. In the first/second/third years, the student just respectively answer a minimum of 40/70/100 test questions.

par. 2 During each year of the study course, every student must obtain at least the minimum of the yearly standard to qualify for the study points which have been linked to the tests of that year. The number of acknowledgeable credits is mentioned in the credits overview of the Prospectus.

par. 3 Year standards can be obtained for all tests during the current year.

par. 4 Year standards for the following year cannot be obtained in advance.

par. 5 When a student has not met the year standard, he / she can try to do so during the course of the following year.

3. Exam Regulations Continued

Article 3.5 Passing Exams

- par.1 A student has passed his / her Foundation Year when he /she has met all the Foundation Phase study requirements.
- par.2 A student has passed the final exam when he / she has met all the requirements of the Foundation Phase, as well as the Post-Foundation Phase.
- par. 3 In the event where a student has been awarded an exemption from a study section, in the scope of this article, it can be accepted that the student has passed that particular section.

Article 3.6 Awarding Exemptions

- par.1 Exemptions are awarded by the Exam Committee.

Article 4 - Contents and Scope of the Exam

There are no detailed specifications on the Exam Regulations.

Article 4a Admission to the Post-Foundation Phase

Students must have completed and passed at least 50% of all Foundation Phase academic outcomes in order to proceed to the second year (Post-Foundation Phase). Students must have passed at least all first year outcomes in order to proceed to the third year. Students must have passed all outcomes of both the first and second years in order to continue to internship.

Article 5 - Granting Exemptions

- par. 1 If a student believes that he / she is entitled to exemption from one or more exam components based on competences acquired elsewhere (RPL), he /she must submit a request to the Exam Committee.
- par. 2 The request mentioned in par. 1 must be both well-motivated and accompanied by the necessary proof of competencies acquired elsewhere.
- par. 3 The Exam Committee will analyse the request and inform the student on the outcome.
- par. 4 The study points being exempted will be processed into the system according to **Article 3.6** of the Module Exam Regulations.
- par.5 For the request mentioned in par. 1, the student must use a standard form, available on Student Manager.

Article 6 - Module Tests

Article 6.1 Exam Components

- par. 1 The Hospitality Management Study Programme features the following educational units/exam components: Module Exam, Progress Test, Career Development, Internship and other credits as outlined in **section 2.8.3** of the Prospectus.

Article 6.2 The Module Exam

- par. 1 The Module Exam consists of one or more of the following parts: Module Assignment(s), active participation in PBL/CBL, effective group work, practice participation and module test(s).

- par. 2 In each Module Book is incorporated, where applicable:
- a. The maximum number of module points that can be obtained for the various components of the Module Exam;
 - b. The calculation of the standard, which indicates if a student has passed the module;
 - c. The criteria for (components of) the module assignment(s) and Module Test(s), active participation of PBL/CBL/DBL, effective group work and practice participation.
- par. 3 The student is given the opportunity to participate in those sections of the Module Exam of the particular module for which he / she has been scheduled.
- par. 4 Should the module be retaken, all previously acquired module points for the Module Exam from this particular module will be cancelled.
- par. 5 Announcements concerning the Module Exam are communicated directly to students concerned via email.
- par. 6 Attendance to allow students to write exams is as follows: Year one: compulsory attendance of all formal scheduled academic activities of at least 90%, second years 85% and third years 70%.

Article 6.3 Assignments and Presentations

- par. 1
- a. An assignment and/or presentation is intended to review whether a student has mastered a certain amount of knowledge. Therefore, the student is required to use his / her own thoughts and writing when completing this assignment.
 - b. Every assignment and/or presentation by the student, must be unique in its content and structure.
 - c. Students are not permitted to use the content of work, either in its entirety or sections thereof, without indicating the source of such content.
 - d. the quantity of cited text cannot exceed 5% of the total of the result of the assignment.
- par. 2 Par. 1 of this article applies to presentations, as well as for parts of the module assignment.
- par. 3 Every student must keep a copy of every assignment he / she has submitted, either in writing or digitally until at least 6 months after he / she has passed the module in question.
- par. 4 The Module Coordinator is responsible for the assessment of the components of the Module Exam, on the basis of the assessment criteria.
- par. 5 With regard to a group task, each member of the group must be able to prove that he/she has made a proportional contribution to the task.
- par. 6 Where a group task is concerned, every group member is individually responsible for the final completion of the work submitted.
- par. 7 Every student is individually responsible for the correct submission of an assignment at the right place. Force majeure is not applicable if problems have arisen because agreements made are not lived up to within a module assignment group.

Article 6.3a Module Assignments

- par. 1
- a. Groups who work on a module assignment and do not immediately contact the Module Coordinator should collaboration problems arise, cannot derive any rights from the problems that arise.
 - b. The Module Coordinator is authorized to dissolve a group, if it becomes clear that collaboration between the group members is no longer reasonably possible. If, according to the group, the Module Coordinator does not, or is unable, to solve the collaboration problems, the group of students can contact the Exam Committee for assistance.

3. Exam Regulations Continued

- par. 2 During the course of the module, the Module Coordinator, Lecturer or Tutor should provide students with feedback at least once on sections of the module assignment. This should preferably be done by providing feedback on sections of the module assignment that have been submitted or by means of a follow-up lecture.
- par. 3 Unless stated otherwise in the Module Book, module assignments must be submitted to Euphorus via ELO no later than 12 noon on the day of the week before the last week of a module.
- par. 3a Every module assignment must also be submitted digitally.
- par. 4 To qualify for assessment, assignments must meet the following requirements:
- a. The assignment is uploaded on time on the relevant portal of Blackboard;
 - b. The assignment must state the title of the assignment, date, names, the student's relation numbers and student numbers, the student's module group, the name of the module, the name of the Tutor, the module period and the academic year.
 - c. The module assignment must be typed and be easily readable.
 - d. The standard for literature references is Harvard Business Style.
 - e. English language assignments must be written in British English.

Article 6.3b Procedure on Module Assignments Uploaded After Deadline

If a student uploads the module assignment after the deadline onto Blackboard, the following must be noted:

1. The student will be notified that the assignment will be assessed as soon as authorization to do so has been granted by the Exam Committee;
2. The student will be notified that he / she must issue should request the Exam Committee for an assessment within one school week after the deadline for handing in the assignment;
3. Should the student's request not reach the Exam Committee within one school week after the deadline for submission, the assignment will not be assessed; instead, it will be destroyed;
4. Within 4 school weeks following the deadline for submission, the student will be notified by the Exam Committee. In the event that the Exam Committee decides that the assignment can be assessed, it will be forwarded as per the usual procedure. In the event that the Exam Committee decides not to allow the assignment to be assessed, the student must collect his / her assignment and re-submit it as a re-write.

Article 6.4a Active Participation in PBL and CBL for Compulsory Modules

- par. 1 PBL-/CBL -meetings are always held, unless they are cancelled by school, even if the Tutor is absent. In the absence of the Tutor, over and above the usual minutes, the group writes a report of the meeting, in which they include the number of points each individual student has intended to provide for his/her active participation, plus motivation. This report must be submitted to the Module Coordinator who is responsible for granting the points.
- par. 2 If it is not possible for a meeting to go ahead for reasons that can be attributed to the school and if the meeting has not been rescheduled or if no compensation assignment has been given, for that meeting, the student will receive a number of points equaling the average number of points received for all sessions attended during the active participation module.
- par. 3 No rewrites are possible for active participation.
- par. 4 Students must indicate their presence by signing the Attendance Register.

Article 6.4b Active Participation in Elective Modules

- par. 1 The Module Book states the maximum of module points a student can obtain per PBL/CBL meeting, which standard is used and according to which criteria the module points for active participation are acknowledged.

Article 6.5 Participation in Practical Classes / Work Based Learning

par. 1 For modules that include practical education, 100% attendance is compulsory for all practical lessons.

See the Practice Regulations in the Module Book.

On force majeure during practice, see Article 14 of these Regulations.

Article 6.6 Tests in General

par. 1 A defining feature of a test is that it must be taken under exam conditions. This means that tests are taken under the supervision of one or more examiners of Stenden South Africa at a predetermined time and place and that it is subject to the stipulations of Articles 16a and 16b of the Exam Regulations.

- par. 2
- a. The date, time of commencement, duration and place of a test is announced no later than one week before the test.
 - b. Other than in cases of force majeure, the published test dates, duration and commencement times of the test are binding.

par. 3 Additional regulations governing tests are announced via email to students.

par. 4 Test questions are asked in English.

par. 5 Enrolment for tests is not required for regular Module Tests. For rewrites and the Progress Test, confirmation is required. The Student Affairs Manager or Module Coordinator will inform students how this will be done for each Progress Test or rewrite.

Article 6.6a The Progress Test

par. 1 The tests comprise 100 questions.

par. 2 The test forms with the student's answers are read by the Test Service Office in The Netherlands.

par. 3 Per study year a student can take up to a maximum of three tests.

par. 4 There are three or four test opportunities per study year.

par. 5 Within the boundaries of the published test schedule in the Study Guide ,the student is free to choosing the test opportunity(s).

par. 6 Students taking a module at one of the other Stenden sites or who are on internship abroad, can take the test at one of these sites.

Article 6.6b The Module Test as a Component of the Module Exam (Module Test)

par. 1 Various Module Test forms can be applied.

par. 2 Rewrites can be undertaken for the Module Test.

par. 3 The regular Module Test opportunity is offered either during or at the end of the module. Should the student not participate in the regular Module Test opportunity, the opportunity to do so expires.

Article 6.7 Elective Project

Students can replace one elective module/minor with a personal project. In order to do so, they must submit a Project Proposal to the Exam Committee. The requirements for the Project Proposal can be obtained from the Dean.

3. Exam Regulations Continued

Article 6.8 Other Credits

For the regulations concerning the obtaining of other credits refer to **2.1 par 10.**

Article 6.9 Career Development

- par. 1 Every student is assigned a Study Coach on entering the programme. At regular times, he/she has an interview with the coach concerning study progress, the development of his / her personal and professional competences and the student's career orientation. Students should prepare sufficiently for these meetings.
- par.2 Credits for study coaching are outlined in the Career Development Module Book.
- par.3 Because a Study Coach can be requested by the Exam Committee to submit their study advice, students are expected to keep their Study Coach informed about any special circumstances that might arise.

Article 6.10 The Management / Research Project

- par. 1 Every student writes a dissertation during the third (B.Com Hospitality Management) or fourth (BBA Disaster Relief Management) study year.
- par. 2 With regard to the dissertation, the regulations for the module assignment apply without prejudice.
- par. 3 The dissertation is an assignment undertaken individually.

Article 6.11 The Industrial Placement

- par. 1 Before a student can begin his / her application for the Industrial Placement Procedure, he/she must meet the following conditions:
- a. all study credits from the first two (BCom Hospitality Management) or two and a half (BBA Disaster Relief Management) study years must have been acquired, except for the second-year Progress Test for BCom Hospitality Management.
- par. 2 A student who undertakes an industrial placement without having acquired all study credits as outlined under par. 1, cannot, during or after placement, derive rights from a regulation on study sections they have not passed.
- par. 3 The internship is regulated by the Internship Coordinators. Students can by no means regulate an internship themselves, unless authorization in writing has been obtained from an Internship Coordinator. Students who do not conform to this, can derive no rights from the internship regulated by them.
- par. 4 The Module Book Industrial Placement provides further rules governing industrial placement.

Article 6.12 Rewrites

- par. 1 Active participation in PBL, CBL, DBL, effective group work and practice participation are not eligible for rewrites. A replacement assignment for said credits can be issued by the Module Coordinator or the Exam Committee.
- par. 2 The following sections of the exam or Module Exam are subject to rewrites: Module assignment, Bachelor's Dissertation, Progress Test, Industrial Placement (Internship), and the Module Test.
- par. 3 The rewrite dates of exams are communicated to students by email. These dates also apply to students who are on exchange or internship, or who follow a module elsewhere.
- par. 4 Students who participate in the internship procedures can file a request to the Exam Committee for a chance to do the second rewrite for a third-year module at an earlier point in time.

Article 6.13a Rewrites for the Module Exam of a Compulsory Module

- par. 1 A rewrite of (part of) the Module Exam has the same objectives as the original (part of) the Module Exam.
- par. 2 A rewrite of (part of) the Module Test of the Module Exam equals the original Module Test of the Module Exam. Deviations from this rule must be approved by the Exam Committee.
- par. 3 The rewrites for modules followed at Stenden South Africa must be set by Stenden South Africa; a rewrite for a module followed at one of the Grand Tour sites must be set by the site concerned.
- par. 4
- a. A student is entitled to one rewrite per academic year per module of those sections of the Module Exam to which this is applicable. A student can rewrite these sections of the Module Exam for which this is applicable, only once in the following academic year.
 - b. When rewriting a test, the student is free to choose the moment when to take the rewrite within the rewrite timetable: each test may be redone during the test week following the initial module. In addition, students may rewrite during Orientation Week, before the start of module period 1.
- par. 5 If a student rewrites a Module Exam, the highest score per section counts and the student retains the other number of points that he / she has already obtained.
- par. 6
- a. The provisions of **Article 6.3** and **6.3a**, except for paragraphs 2 and 3, and **Article 6.3b** are fully applicable in terms of rewrites of a Module Assignment
 - b. The provisions of **Article 6.7** are fully applicable to rewrites of a Module Test.
- par. 7 On rewriting a module assignment, the following must be submitted to the Module Coordinator's office:
- a. The rewrite, delivered by email in PDF format with the Assessment Form;
 - b. In the case of a second rewrite, the same format applies as for the first rewrite, including the Assessment Form, filled out by the Assessor, unless the student did not participate in the first rewrite.
- If these requirements are not met, the rewrite will not be marked.
- par. 8 Students can only collect assignments bearing their own name.
- par. 9 In case of a group task, every member of the group is allowed to rewrite this task individually and let it be assessed.
- par. 10 It is the student's responsibility to keep himself / herself informed regarding the rewrite dates.
- par. 11 For rewrite tests, the student must register himself / herself by means of reply to the email sent out by Student Affairs.
- par. 12 When participating in a rewrite it, is up to the student to check if the subject matter for that test has been changed.

Article 6.13b Rewrite of the Module Exam for Minors

- par. 1 Rewrite regulations for optional modules/minors follow the same process as those for compulsory modules.

Article 6.14 Retaking the Dissertation

For the rewrite of the Dissertation, the rules for the Module Assignment of a compulsory module apply without prejudice.

3. Exam Regulations Continued

Article 6.15 Module Replacement Assignment

- par. 1 Students can be considered for a module replacement assignment (only once) under the following conditions:
- a. The assignment in question is for the last module to be passed.
 - b. This module is among those from the compulsory Post-Foundation Education Programme and is not a module incorporating practical education.
 - c. The student must have taken the module and the accompanying module exam twice in the regular way.
 - d. After taking the module for the second time, the student must have undertaken two rewrites for the module in question.
 - e. The student must have obtained all other credits in his / her study programme.
- par. 2 The Module Coordinator determines the nature and content of the module assignment.
- par. 3 The student is free to decide where to carry out the assignment and is entitled to use the school's facilities.
- par. 4 To be considered for a Module Replacement Assignment, a written request to that effect must be made to the Exam Committee.
- par. 5 The student is entitled to regular feedback during the period that he / she is working on the assignment. The student is exclusively entitled to supervision during the school weeks.
- par. 6
- a. The assignment will be marked in terms of pass or fail. When the assignment is handed out, the student receives the Module Replacement Assignment assessment criteria a in writing.
 - b. If the student passes the assignment, he / she receives the credits for the relevant module.
 - c. The result of the assessment is announced no later than 3 school weeks after the assignment has been submitted.
 - d. Assignments will only be assessed during school weeks.
 - e. The Lecturer/Assessor will, without delay, inform the Secretary of the Exam Committee of the result of the assessment and this is then provided to the Student Affairs Manager.
- par. 7 Rewrites are undertaken in the same way as the rewrite regulation for a Module Assignment.

Article 6.16 Replacement of Progress Tests

- par. 1 Under certain conditions, a student can qualify for a Progress Exam instead of a Progress Test. This final exam comprises one of the following tests:
- a) A complete Progress Test, in addition to which, the answer for each test item is motivated and includes a literature referral according to APA Referencing style;
 - b) Writing an essay;
 - c) Taking an oral test.
- par. 2 In order to be considered for this exam the following conditions must be met:
- a) On starting the application for the Internship, the student has not yet obtained a pass for the 2nd year Progress Test.
 - b) On completing the Internship, the student has not passed one or more Progress Test(s);
 - c) The student must have participated in all possible test opportunities.
- par. 3 In order to be considered for the exam, as mentioned under par. 1, a request to do so should be sent to the Exam Committee.
- par. 4 The Exam Committee decides which lecturer will invigilate or administer the exam.

par. 5 Once the student has passed the exam, he/she will be granted the study points for all of the Progress Tests that should still be passed.

Article 6.17 Retaking the Internship

The Exam Committee may impose conditions with regards to retaking an Internship in terms of the location and type of organisation, depending on the reasons why the first Internship failed.

Article 6.18 Uniform Requirements and Religious Expression

Stenden South Africa respects students' religious expression with regard to clothing. During Real World Learning, should a student request that he/she be allowed such expression, the following rules will apply:

- a) The obligatory uniform is worn;
- b) The regulations for hygiene and security are observed;
- c) The expressions concerned conform to one of the mainstream religions;
- d) The request for such expression must be sent to the Academic Dean more than four weeks prior to the beginning of the practice module. The Academic Dean will review the request after consulting with the industry partners involved.

Article 7 - Validity of Exam sections

No detailed specifications on the Exam Regulations have been provided.

Article 7a Intellectual property

No detailed specifications on the Exam Regulations have been provided.

Article 8 - Oral exam

No detailed specifications on the Exam Regulations have been provided.

Article 9 - Determination of results

Article 9.1 General

The results of Module Exams and Progress Tests are published on Student Manager once per Module/Progress Test. Stenden South Africa reserves the right to withhold Module Exam results when financial commitments have not been met, or in the case of a disciplinary enquiry.

Article 9.2 Module Exam

par. 1 A student has passed a module if he/she at least meets the standard.

Par. 2 A student has not passed a module:

- a. if he / she has failed the norm of the Module Exam;
- b. if the Module Exam result has been declared null and void.

par. 3 No rights can be derived from scores until they have been published on Student Manager.

3. Exam Regulations Continued

par. 4 If the result of a module exam cannot be published within 10 school days of the end of the relevant module period, the Exam Committee will inform the students and explain the reasons.

Article 9.3 Result of the Module Exam

par. 1 Students can review their exam papers and assignments by making an appointment with the Module Coordinator.

Article 10 - Right of Perusal and Storage Period

Article 10.1 General

par. 1 Following the announcement of the definitive result of the Module Exam, students have a right of perusal regarding (all parts of) the Module Assignment and the Assessed Forms.

par. 2 Assessed Assignments are kept in (digital) storage for 7 years after the end of that module period.

par. 3 Assessed Assignments and Tests are, in principle, not given to the student.

Article 11 - Responsibility for Module Exams and Assignments

par. 1 Students are required to retain copies of each assignment submitted. In the event that a Test or a Assignment is lost after submission, the student will be asked to resubmit.

Article 12 - Registration of the Study Results

par. 1 Study credits are administered by the Student Affairs Manager and approved by the Academic Dean. Students are notified by email when results have been published on Student Manager.

par. 2 When the student decides to leave his / her studies prematurely, he / she can request results for exam components that have been passed. These can be withheld if there are payments due or a disciplinary enquiry is in process.

par. 3 The Exam Committee decides whether a student has passed the examination at the end of his / her studies.

Article 13 - Cum Laude

par. 1 There is no cum laude arrangement for the Foundation Phase.

par. 2 On graduating, students receive the predicate 'cum laude' on their list of marks or their certificate if the following conditions are met in the Post-Foundation Phase (after year 1):

- a. all sections of the Post-Foundation Phase, including Industrial Placement, have been passed on the first attempt without rewrites;
- b. the Bachelor's Dissertation completed during the third or fourth year of study must have achieved a score of no less than 75% of the maximum score to be obtained;
- c. the student has achieved an average score of 80% across all modules.

Article 14 - Force Majeure Regulation

Article 14.1 Invoking Force Majeure

- par.1 A student can claim on the force majeure regulation if there are circumstances that cannot be attributed to the student (force majeure). Force majeure is approved by either the Module Coordinator (in the case of educational activities within the module; see **Article 14.4**), or the Exam Committee.
- par. 2
- a. A student requesting consideration for the force majeure regulation, must submit this to a Module Coordinator no later than 12 schools days after the final result of the Module Test component of the Module Exam (this may not a rewrite of the Module Exam).
 - b. Should the student request that the Exam Committee considers his/her request for the force majeure regulation in circumstances where it does not fall within a module (as per par. 2a), this should be submitted to the Exam Committee no later than 12 school days after the day when the incident occurred under par. 1.
 - c. Any requests to qualify for the force majeure regulation must be submitted to the Stenden South Africa campus, if those modules were completed there; if such modules were completed at a Grand Tour site, the application should be sent to that campus.
- par. 3 Once a student has taken a (Progress) Test or handed in an assignment, it is no longer possible to invoke force majeure regarding that particular test or assignment.
- par. 4 To be considered for the force majeure regulation during the course of an assignment, students should contact the (Module) Coordinator before the deadline for the submission of the assignment.
The (Module) Coordinator will decide whether the student qualifies for the force majeure regulation and will arrange accordingly with the student.
- par. 5 No rights can be derived from the consequences of a computer virus regarding the force majeure regulation.

Article 14.2 Granting Additional Rewrites with Force Majeure

- par. 1 Additional rewrites are not granted by the Exam Committee until such times as the student has made use of all regular (rewrite) option,s other than the opportunity to which the force majeure situation applies, unless this is no longer possible within the current academic year. In the latter case, the student can be offered the opportunity for an additional rewrite at an earlier date.
- par. 2 The Exam Committee is authorized to offer the extra rewrite in a different form. The additional rewrite must be equivalent to the original rewrite.

Article 14.3 Force Majeure Relating to Educational Activities

- par. 1 Students can submit a request to the Module Coordinator for a compensation assignment relating to missed PBL/CBL meetings, presentations and so on if a force majeure situation has arisen.
- par. 2 In the request referred to in paragraph 1 of this article, the student must substantiate, with documentary evidence, the circumstance provided for in paragraph 1 of **Article 14.1**. The student must also have met the following conditions:
- a) The student reported the absence on the same day to the Student Affairs Manager.
 - b) The absence is legitimate: at the discretion of the Module Coordinator or Academic Dean.
 - c) The student has participated in at least half of the total number of PBL/CBL meetings during that module. This condition is relevant, because not only is the objective of such meetings to enable the student to acquire knowledge, but also to allow him / her to gain sufficient experience in the processes of cooperation, group participation and acting, in turn, as Group Chair, Secretary and Board Secretary.
- par. 3 Once the Module Coordinator has granted permission to use the regulation, he / she will decide, possibly under consultation with the relevant Lecturer or Tutor, the content and implementation of the Compensation Assignment.

3. Exam Regulations Continued

- par. 4 It is essential that not only does the Compensation Assignment substantively replace the section that has been missed, but it should also equate to the same study load as the section it is replacing.
- par. 5 Compensation Assignments allocated in a particular academic year must be submitted during the same academic year and marked within 10 school days.
- par. 6
- a. The module coordinator is responsible for assessing whether or not the assignment meets the set criteria
 - b1. In the event that a Compensation Assignment has been granted for missed PBL/CBL meetings, the Module Coordinator will continue to award points for any active participation for the assessment of the assignment.
 - b2. In all other cases, the Module Coordinator informs the student of the standard when issuing the assignment.
- par. 7 Students who are not in agreement with the assessment of a Compensation Assignment should follow the procedure described in **Article 17**.
- par. 8 Students can make up for a practical day that has been missed owing to force majeure under the following conditions:
- a) The student has reported his / her absence to the Student Affairs Manager no later than prior to the beginning of the shift
 - b) The student has submitted a request to the Module Coordinator to compensate for the practical day that has been missed within two school weeks after the end of the relevant module period.

Article 14.4 Force Majeure Regarding Progress Tests

Has expired in view of article 14.1 par 2b

Article 15 - Facilities for Physically or Sensorially Disabled Students

These facilities are outlined in our Impairment Policy, outlined in chapter 6 of this Prospectus.

Article 16a - Rules Governing the Smooth Progress of Examinations

Article 16a of the Stenden South Africa Exam Regulations is applicable, applicable, as is Appendix 2 of the Exam Regulations, ‘Rules for Invigilators’. The only exception to these rules is contained in **Article 3.8**. Such exception is based on the fact that the student needs to sign the Attendance Register as proof that he / she has submitted the test.

Article 16a.1 (Progress) Tests

- par. 1 The student is obliged to confirm his / her attendance for the Progress Test through the Student Affairs Manager’s office.
- par. 2 Unless otherwise indicated, the student may not have anything on the exam table where he/she is seated, other than the test paper itself, as well as the Education Card, the Answer Forms, a pen, a pencil and an eraser. In instances where a student may use a dictionary, it should neither be electronic, nor should it be a translation computer.
- par. 3 Students are obliged to switch off their mobile telephones before entering the exam location.
- par. 4 The following requirements are set for the use of calculators during tests:
- a) The calculator should only be able to produce figures and not text
 - b) The calculator may not be programmable
 - c) The calculator should not be connected via electricity plugs
 - d) The calculator may not be equipped with any audio equipment, paper rolls, an alarm system, nor should it be capable of transmitting and receiving information

- e) The calculator should only operate in accordance with the hierarchical algebraic method
 - f) The calculator may not exceed pocket size
- par. 5 Students taking the (Progress) Test must fill in the answer form(s) in their entirety.
- par. 6 When the student submits the answer form(s), he / she will sign the Attendance Register. The Invigilator initials next to the student's name to confirm that he/she has submitted the answer form.
- par. 7 At the end of the test, the (main) Invigilator completes a protocol on the course of the test, signs it and submits it to the Student Affairs Manager, who will send it to The Netherlands for computerised marking.

Article 16a.2 Company Presentations

- par. 1 Students in years 2 and 3 are expected to attend all Company Presentations as part of their Career Development Programme.

Article 16.b - Irregularities

Article 16b.1 Irregularities During a (Progress) Test

- par. 1 In the event that a student executes an unlawful action during the course of a (Progress) Test, the Invigilator will issue a report on the matter to the Secretary of the Exam Committee no later than 4 school days after the incident. The Secretary of the Exam Committee will add this matter to the Exam Committee Agenda.
- par. 2 The Exam Committee will give the student concerned the opportunity to respond verbally to the charge. The Exam Committee will issue a report, which will be discussed when the Exam Committee meets.
- par. 3 While the settlement of the procedure is in process, the test results of the student in question will not be published, or they will be suspended.

Article 16b.2 Irregularities During Assignments

- par. 1 Students may only submit (sections of) an assignment for one specific assignment. If the student submits (sections of) an assignment for a different purpose, this will be deemed plagiarism of his / her own work.
- par. 2
 - a. If, according to the Assessor's judgement, the student has not adhered to the provision of par. 1 of this Article, or to the provisions of Article 6.3, par 1 and 2, it will be deemed that the assignment was conducted in an irregular manner.
 - b. In this event, the Assessor will report his / her findings to the module coordinator, who will, in turn, report his / her findings, specifically with regard to the provisions of par. 2a, to the Exam Committee Secretary.
 - c. The student concerned will be heard by the Exam Committee Secretary. The Exam Committee Secretary will, in turn, submit a report, to be discussed at the Exam Committee meeting.
- par. 3 If, according to the judgement of the Module Coordinator, a student has committed an irregular act, the results of (sections of) his / her Module Examination will not be published, or will be suspended while the settlement is in process.

Article 16b.3 Sanction for Irregularities

- par. 1
 - a. If, based on the information available, the Exam Committee finds that a student has acted unlawfully for part of a module, his / her Module Exam result will be declared null and void. In that case, the student will not be permitted to rewrite the module at any time during the current academic year (whether as a test and/or an assignment). They will therefore have to start the module again the following academic year.

3. Exam Regulations Continued

- b. In the event that Stenden's Exam Committee finds a student has committed an irregular act in any other education unit other than a module, the Exam Committee will impose a sanction appropriate to the seriousness of such an act, in accordance with the Exam Regulations.
- par. 2 In the event that a student commits fraud, the Exam Committee can prohibit him / her from the right to take one or more specified tests or exams at Stenden South Africa, for a period that the Exam Committee will determine and can be valid for a maximum of one year.
- par. 3 In the event that irregularities occur during the completion of a Group Assignment, such Assignment can be declared null and void. However, the group members who were found to be not guilty of the irregular act, or not complicit in such act, will be given the opportunity to complete a new assignment.
- par. 4 The Exam Committee has the right to refer students who have acted in an irregular manner to the Stenden South Africa Management Team for disciplinary action.

Article 17 - Objections and Appeal Procedure

par. 1 When someone sends a request to the Exam Committee, it communicates its decision in this regard, either digitally or in writing, within 15 schools days (excluding Saturdays) after the Exam Committee's ruling. In certain conditions, this period can be extended by an additional 5 school days (excluding Saturdays).

par. 2 Should the student object, because he / she feels that the Exam Committee has not reviewed all available evidence, he/she might request the the Committee to review the case again. In this instance, the Committee will call on at least two other academic staff members to make a decision. Such decision is final.

Article 17.2 Closed Questions in a (Rewrite of a) Module Test

par. 1 Students are entitled to object to (the answer key) of particular test questions.

- par. 2
 - a. Any objections to the (answer key) regarding test questions should be submitted to the Module Coordinator no later than the end of the fifth school day, after the test.
 - b. For tests that are held during the study weeks at the end of the academic year, the objections must be submitted on the day on which the provisional answer key is issued.

par. 3 Should a different time schedule for submitting and the handling of objections to a test be in place, this will be communicated at least one school week prior to the test.

par. 4 Following the closing date, the relevant Lecturers add their comments to the objections and can declare an objection to be founded or unfounded.

par. 5 Lecturers have a timeframe of 6 school days to comment on objections from students. For tests taking place at the end of the academic year, however, Lecturers have just 3 school days (not including the Saturday) to make such comments. The timeframe for Lecturers to comment begins once the students time to object has elapsed (as per paragraph 2).

par. 6 Objections to and comments about the test questions are freely available to all students.

par. 7 If a Lecturer has not added comments regarding objections a test question within the required timeframe, the Module Coordinator of that particular module will decide whether to cancel or restore that particular test question.

Article 17.3 The Progress Test

par. 1 Objections to (the answer key of) Progress Test questions must be communicated according to the instructions on the test form.

- par. 2 In the event that a test objection is accepted, one of the following results is possible:
- a. the answer key for the item concerned is adapted or
 - b. the test item will be cancelled
- par. 3 In the event that a test question is canceled, the minimum number of test questions that must be answered in a particular discipline, together with the overall number of questions to be answered decreases by one. This in turn decreases the pass norm by 0.3 points.

Article 17.4 Other Test Forms

Objections to tests other than the Progress Test or Module Test after it has closed, must be communicated to the Module Coordinator within 6 school days and he / she will take a decision regarding the objection within 12 school days after the test and will immediately inform the students of such a decision via email.

Article 17.5 Moderation

- par. 1 All assessments are subject to moderation, where a second Assessor ensures that the assessment criteria of the original Assessor have been applied in a fair and consistent manner.
- par. 2 Any discrepancies will be discussed by the Assessor and the Moderator; the Moderator's decision will be final.
- par. 3 Assessments in years 1 and 2 will be internally moderated, whereas assessments in year 3 will be externally moderated.

Article 17.6 The Second Opinion

- par. 1 Students are entitled to request a second opinion for a module exam component.
- par. 2 Students, either individually or as a group, who request a second opinion on part of a Module Exam, must communicate this to the Exam Committee, using the standard format. Should the request for a second opinion be made by one student only, where the assignment was completed by two or more students, the altered result will apply only to the student who submitted the request. The other students will no longer be able to request a second opinion. They should, however, be informed about the request for a second opinion and must have co-signed the application form.
- par. 3 If a second opinion request is to be considered, a student must adhere to the following procedure:
- a) The student discusses the assessment with the Assessor within 15 school days of the publication of the (Module) Exam result. This is followed by a discussion with the Module Coordinator. The Assessor, together with the Coordinator, will sign the form once

Article 18 - Hardship Clause

No detailed specifications on the Exam Regulations are available.

Article 19 - Unforeseen Circumstances

No detailed specifications on the Exam Regulations are available.

Article 20 - Introductory Stipulations and Title

Article 20.1 General

- par. 1 This regulation regarding Module Exams became effective from 2010 and applies to all students studying at Stenden South Africa. All other Module Exam Regulations expired once this was established.
- par. 2 These regulations can be cited as Module Exam Regulations Stenden South Africa, 2021.

4. Student Facilities & Services

4.1 Information Services

Stenden South Africa uses a range of different media, including this guide. In addition, Stenden South Africa makes use of the following media

- a) Student Manager, the online student administration programme;
- b) Blackboard, the NHL Stenden University online submission and information platform;
- c) Email; and
- d) Bulletin Boards.

Students are expected to read these media daily and both students and staff are expected to respond to communication within 24 hours during weekdays.

4.2 Student Counseling

You can contact our Student Counselor, Mr Alroy Smit, with questions that relate specifically to your situation. He has multiple years of experience in coaching and counseling young people and can be contacted by email, phone, or at the office.

Mr. Alroy Smit: alroy.taai@nhlstenden.com / 072 482 0423

A Student Counselor can provide information, advice, support or counseling for:

- a) study career questions (doubts about whether you have opted for the right study programme, a second study programme, advice about placements and optional modules)
- b) study skills and study planning
- c) personal problems (leaving home, fear of failing, coming to terms with bereavement, stress, relationship problems, etc.)
- d) study delays caused by special circumstances (Financial Support Scheme for the completion of studies)
- e) financial problems
- f) functional limitation and dyslexia
- g) conflicts, objections and appeals

Also, situations can arise in which you are confronted with undesirable behaviour at the campus or your placement organisation. Undesirable behaviour involves e.g. discrimination, aggression, violence, teasing, (sexual) assault and racism. The Student Counselor has been appointed at Stenden South Africa as the confidential advisor for issues related to undesirable behaviour.

4.3 Health and Wellness

At Stenden South Africa, we take the health and wellness of our students very seriously and therefore, we have the following in place to promote the health and wellness of all:

- a) The SRC has a dedicated sporting portfolio in place to promote active sports amongst students. Students are encouraged to participate in some form of sport.
- b) Our Catering Department focuses on providing healthy, balanced meals to our students and our menus are therefore design based, with a focus on health.
- c) Students who require a consultation with a Medical Practitioner, may ask for assistance via Guest Relations.
- d) Our Security Team is on campus 24 hours a day and is available to assist students who might need to call for medical assistance or any other emergency after hours.
- e) We have a fully qualified Student Counselor on campus on a full-time basis, who is also available after hours for consultation should the need arise.

4.4 Disability & Study

Please contact the Student Affairs Manager early in your studies if you suffer an impairment that may limit your studies. Chapter 7 outlines Stenden South Africa's policy on students and staff with an impairment.

4.5 Schedules & Module Books

Schedules and module books are available latest at 8:00 on the Monday of the start of the module. Schedules and module books will be placed on Student Manager, www.stenden.studentmanager.co.za.

4.6 Registration of Study Results

All study results are administered by the Module Coordinator. The Student Affairs Manager also collects and holds the personal details of all Stenden South Africa students, receives the registration details of new registrations and is responsible for supplying relevant details about registered students to public authorities (the Ministry of Education, Culture and Science).

4.7 IT Services

The Stenden South Africa campus and student residences are equipped with fast Wireless Internet. On registration, each student receives a login profile that provides access to the internet and the different cloud-based platforms that Stenden South Africa offers, including email, Blackboard and Student Manager.

Stenden South Africa requires that all student papers, reports, and minutes are produced, shared and submitted electronically. Therefore, each student is required to bring a laptop with the following specifications:

1. i5 or i7 Processor;
2. Solid State Hard Drive

Personal Computers are available in the library in case a student experiences defects with their own device. Students are expected to be in the possession of a laptop. Computers in the library are only available for academic purposes. Computers in the computer room may also be used for personal use and are accessible 24 hours a day.

To ensure high quality IT services, several rules and regulations must be followed by both students and staff. These rules and regulations are outlined under paragraph 4.5.

4.8 Library

The Stenden South Africa library is equipped with all the necessary facilities for students to use during their studies. There are computers, over 2 800 books, wireless internet (WIFI), copying facilities, newspapers, journals, magazines, and many other facilities to assist you with your studies. The library use is free of charge to all staff and registered students of Stenden South Africa.

The library is opened during weekdays Monday to Thursday from 8:00 to 20:00 and Friday 8:00 to 16:30 during all modules and study weeks. It is closed during holidays.

Book Loans

A valid Stenden identification card must be produced when books are taken out or returned. If a card is lost, it must immediately be reported in writing to the library so that unauthorised transactions may be prevented and so that a new card can be issued, at the cost of the student. The cardholder is liable for any unauthorized transactions.

Different types of books have different loan times. Some books may be loaned for a week, others for 3 days and others for 24 hours. It is the responsibility of the student to check when his/her books are due. One renewal will be allowed, unless another student has made a reservation for that particular book, in which case, it must be returned. Fiction books will be loaned out for 2 weeks and one renewal of a further 2 weeks will be allowed.

Books with a “yellow-sticker” are for reference only and remain in the library at all times. This is to ensure that there is always a copy of a book available.

Other materials that are not available for loan are:

- Serials (journals, magazines, etc.)
- Reference Books
- Special Collections
- Material placed on the reserved shelf

A fine will be levied on all overdue books, starting 24 hours after expiry of the loan period, based on a percentage of the current purchase value of the particular book. When a student loses a book, he / she will be invoiced for the current value of that book. No books will be loaned to students who have not paid his/her library fines. Library fines cannot be added to the school fees bill, but must be paid, in cash, to the Librarian.

There are several important rules that need to be followed, so that the library remains a suitable place to study:

- Eating, drinking and smoking are not allowed in the library.
- Mobile phone use is prohibited in the library.
- Bags and bookcases, etc, may not be taken into the library.
- Noise levels should be kept to minimum, to allow other students the opportunity to read or study.

Copyright and Plagiarism

Stenden South Africa is committed to adhering strictly to international copyright rules and regulations and students are expected to do the same. Please refer to **Article 6.3 par. 1** of the Exam Regulations and <http://www.whatiscopyright.org>

Each student will be provided access details to the programme and must submit his/her module assignments and written academic work via Euphorus.

4.9 Hostel Facilities

Stenden South Africa provides accommodation on campus, subject to availability. Most rooms are en suite, have ample living and studying space and are equipped to guarantee comfortable living. Single and double accommodation is available. As there is not enough accommodation on campus for all students, Stenden South Africa also provides off-campus accommodation to students, all located within 500 metres of the campus and features similar levels of comfort and security to the on-campus accommodation. All off-campus accommodation is regarded as part of the Stenden South Africa hostel facility and falls under the same rules and regulations.

4.10 Catering Services

Stenden South Africa serves three meals per day at times determined by the Catering Department and the SRC, represented by the Food Committee. Our aim is to provide students with a variety of healthy, fresh food, that caters to the different cultures that make up our campus community. At each meal, a vegetarian option is provided and other dietary requirements are also catered for on request. The Catering Department does not serve meals during holidays.

5. Student Disciplinary Code

5.1 Definitions

Compulsory duty Work that must be performed by a student, for the number of hours and in the place/s specified, such as the kitchen, administration offices and/or grounds, as a sanction from a disciplinary hearing

Day Refers to a normal working day and excludes weekends and public holidays.

Expulsion The immediate and permanent termination of a student's registration and/ or access to accommodation.

Investigating Officer The person who is responsible for investigating an alleged incident and determining whether or not the matter should be referred to a disciplinary hearing. Where he/she decides in the affirmative, he/she will also act as Prosecutor at the hearing.

Premises Any property belonging to, or being leased or utilised by, Stenden South Africa for the purposes of carrying on its activities or furthering its functions.

Presiding Officer The person who presides over the disciplinary hearing and makes a finding in respect of guilt, as well as, where applicable, determining the appropriate sanction.

Real evidence Evidence other than verbal or documentary evidence such as, for example, the damaged item, bag of cannabis, bottle of alcohol etc.

Representative Fellow student or member of Stenden South Africa that acts on the accused student's behalf in a hearing or appeal.

Rustication Refers to the temporary removal of a student from the accommodation/student housing.

Student Person, who at the time of the alleged misconduct, was registered with Stenden South Africa for academic study or research.

Year Refers to a calendar year.

5.2 Student Code Breaches: Types of Misconduct

2.1 Offences can be categorised as follows:

- a) Academic offences
- b) Criminal offences
- c) Sexual offences
- d) Housing related offences
- e) General offences

2.2 It is the responsibility of each student to familiarise himself / herself with the codes, rules, regulations, instructions and procedures that are applicable to him/her and to abide thereby.

2.3 Where a student, either intentionally or negligently, contravenes any of these codes, rules, regulations, instructions or procedures, or aids, incites or influences another person to do so, he/she is committing a misconduct.

2.4 It is not possible to compile a comprehensive list of every potential action that would comprise a misconduct. However, the code below, as well as common sense, should act as a guideline of what acts could be regarded as offences:

2.4.1 Academic Offences

- 2.4.1.1 Engaging in any dishonest or unacceptable conduct during an examination, test, assignment or any other form of assessment. This includes, but is not limited to:
- a. failing to comply with the instructions on the answer book;
 - b. failing to comply with instructions given by an invigilator;
 - c. the communication or receipt of information during a test, an exam or other form of assessment.
 - d. writing an exam, test or other form of assessment on behalf of another student or under a false name and/or student number.
 - e. allowing or coercing another person to write an exam, test or other form of assessment on their behalf.
 - f. attempting to remove or removing an exam paper or answer book from an examination venue without authorisation.
 - g. taking information or material of an unauthorised nature into an examination venue.
 - h. the copying of another student's work during an examination, test or other form of assessment or allowing another student to do so.

2.4.1.2 Reproducing or transmitting in any form or manner, any written document or work in respect of which copyright exists in contravention of such copyright.

2.4.1.3 Submitting the work of another person in an exam, test or other form of academic assessment, without proper and correct acknowledgement of the source.

2.4.2 Criminal Offences

Any offence that is regarded, in terms of the legislation of South Africa, as a criminal offence would also be regarded as a disciplinary offence at Stenden South Africa. It is not necessary for the offence to take place on Stenden South Africa premises for there to be a connection to the Institution. Furthermore, the mere fact that a criminal case is pending, or that the matter has been dealt with in the criminal courts, does not mean that the student will not also be subject to disciplinary action, particularly where it is of a serious nature and has an impact on Stenden South Africa and/or the other students.

2.4.3 Sexual Offences

Stenden South Africa has a sexual harassment policy and all students are expected to familiarise themselves with its contents, since the breach of this policy could lead to disciplinary action being taken against any student/s who act in contravention thereof.

2.4.4 Housing Related Offences

2.4.4.1 The failure to abide by any house rules that are applicable to the specific accommodation, is Considered a disciplinary offence and therefore, students are required to both familiarise themselves with and adhere to, the same.

- 2.4.4.2 The causing of any damage to the accommodation and/or the furnishings / contents thereof is viewed in a very serious light and will be dealt with accordingly.
- 2.4.4.3 The abuse of and/or incorrectly using safety and other equipment provided at the accommodation establishments, is also viewed in a very serious light.

2.4.5 General Offences

It must be noted that the mere fact that offences may have been classified under this category does not make certain offences any less serious than those reflected above. Offences that fall under this category include, but are not limited to, the following:

- 2.4.5.1 Failing or refusing to comply with a reasonable and lawful instruction or request by any staff member or any recognised body.
- 2.4.5.2 Being in the unauthorised possession of property of Stenden South Africa, another student or any third party.
- 2.4.5.3 Being in possession of a firearm, explosive device or dangerous weapon on the premises of Stenden South Africa or in student accommodation without the express permission of the Executive Dean.
- 2.4.5.4 Bringing onto the Stenden South Africa premises any alcoholic beverages or consuming same on the premises without permission from the Executive Dean.
- 2.4.5.5 Being under the influence of, or the abuse of, any intoxicating substances whilst on the Stenden South Africa premises.
- 2.4.5.6 The damaging of any Stenden South Africa, student or other third-party property either willfully or negligently (note: this can also be a criminal offence.)
- 2.4.5.7 The abuse or the putting to incorrect use of any safety equipment, including but not limited to, fire extinguishers and fire hoses, on Stenden South Africa premises.
- 2.4.5.8 The abuse or unauthorised use of any property belonging to Stenden South Africa, another student or any other third party.
- 2.4.5.9 The failure to always carry student identification on the person whilst on Stenden South Africa premises and/or the failure to present same when requested to do so.
- 2.4.5.10 Using any form of false identification, or the use of any form or badge, or the name of Stenden South Africa or related bodies without authorisation.
- 2.4.5.11 Entering Stenden South Africa premises without authorisation.
- 2.4.5.12 The placement or affixing of any notices, posters, placards, banners, pictures, pamphlets or other items in any places on the premises of Stenden South Africa without first obtaining the necessary permission to do so.

- 2.4.5.13 The convening of assemblies, meetings or gatherings on Stenden South Africa premises for the purpose of, amongst other things, political purposes or the holding of protests, without authorisation.
- 2.4.5.14 The interfering with, or preventing of, the carrying out of the functions of Stenden South Africa including, but not limited to, the tuition/ educating of students and the presenting of classes.
- 2.4.5.15 Interfering with the entrance to, or egress from, Stenden South Africa premises.
- 2.4.5.16 Interfering with the right of persons to move freely about the campus and environs.
- 2.4.5.17 The failure to comply with Stenden South Africa access, parking and traffic rules.
- 2.4.5.18 The failure to comply with the rules regulating the use of the library and its facilities.
- 2.4.5.19 The failure to comply with the rules governing the use of the computer facilities and access, including but not limited to, the providing of another person with their username, password or IP address or failing to keep same confidential.
- 2.4.5.20 Smoking in any area on Stenden South Africa premises that is not a designated smoking area.
- 2.4.5.21 Littering on Stenden South Africa premises.
- 2.4.5.22 The supplying of false information to any person connected to Stenden South Africa.
- 2.4.5.23 The deliberate making of false statements about Stenden South Africa.
- 2.4.5.24 The disclosure of any confidential information to any other party without authorisation unless such disclosure is required by law.
- 2.4.5.25 The collecting of money or selling or advertising of goods on Stenden South Africa premises without authorisation.
- 2.4.5.26 Behaving in an unacceptable, insulting, threatening, inappropriate or otherwise improper manner towards any member of Stenden South Africa, student or member of the public.
- 2.4.5.27 Behaving in any way, or encouraging or inciting others to behave in a way, that, amongst other things, results in racist or sexist behaviour or discrimination of any sort.
- 2.4.5.28 Any behaviour that creates an unpleasant environment for any person or group of persons or interferes in any way with the enjoyment of their rights.
- 2.4.5.29 Any other behaviour that may:
- i) bring the name of Stenden South Africa into disrepute;
 - ii) interfere with the rights of other persons/entities;

5. Student Disciplinary Code Continued

- iii) interfere with the maintaining of good order and discipline;
- iv) interfere with the security of Stenden South Africa, its premises and property and that of students and visitors;
- v) interfere with the functions and operations of Stenden South Africa including, but not limited to, tuition, research and administration; and
- vi) interfere with the pursuit of Stenden South Africa's Vision, Mission and Values.

5.3 Sanctions

3.1 Depending on the nature of the misconduct, as well as all other relevant factors, the sanction imposed, should a student be found guilty of misconduct, could constitute any one or, in certain instances, a combination of, the following:

- 3.1.1 a written warning or a final written warning;
- 3.1.2 a fine of up to the equivalent value of 1 (one) year's tuition fees;
- 3.1.3 community service of up to 280 (two hundred and eighty) hours;
- 3.1.4 compulsory duty;
- 3.1.5 payment of compensation and/or reparation of damage caused (this could also be in addition to another sanction);
- 3.1.6 deprival of a privilege/s for a specified period;
- 3.1.7 a prohibition on holding any form of office for a period of up to 1 (one) year;
- 3.1.8 a prohibition on making use of specific student facilities for the period of up to 1 (one) year;
- 3.1.9 the annulment of exam results or credits obtained for a study unit/s;
- 3.1.10 the rustication from student housing/accommodation;
- 3.1.11 refusal of admission to an examination/s for a specific period;
- 3.1.12 suspension as a student for a specific period;
- 3.1.13 the denial of the privilege to enrol as a student for a qualification or a specific subject/s for a specified period;
- 3.1.14 the revoking of a qualification;
- 3.1.15 expulsion from student housing/accommodation;
- 3.1.16 expulsion from Stenden South Africa; and/or
- 3.1.17 any other sanction that the Presiding Officer deems as appropriate under the circumstances.
- 3.1.18 In all instances, if a student is found in possession of, or the student's room is occupied with illegal substances, or the student is found guilty of the use of illegal substances, of any nature, the sanction is immediate suspension for the said module / remainder of the module, and it will be required of the student to vacate the premises within 12 hours. The consequence being that the student will have to apply for re-admission to the module the following module and re-do the module.
- 3.1.19 All sanctions of students under the age of 21 will be shared and communicated with the students' legal guardians.
- 3.1.20 All sanctions of students that are related to illegal substances, will be communicated to parents / the legal guardian of the student, regardless of student's age.
- 3.1.21 The sanctions of the use of alcohol, possession of alcohol and possession of empty alcohol bottles are standardized in the alcohol policy.

3.2 It must be noted that, should the student be temporarily or permanently denied, amongst other things, a privilege or admission to exams or the institution as a whole, he/she forfeits any claims for the refunding or reducing of any monies paid or owing to Stenden South Africa.

5.4 Procedure in the Event of Allegations of Misconduct

- 4.1 Any incident that is reported/comes to the attention of Stenden South Africa Management, will be referred to one of the Investigating Officers who have been selected and appointed by Stenden South Africa.
- 4.2 The Investigating Officer shall conduct a thorough investigation of the alleged incident/s and evaluate all the evidence gathered. If it appears that, based on the evidence collected, a misconduct may well have been committed, he/she shall also determine as to whether the alleged misconduct is of a minor or of a more serious nature. In the event of the former the matter will be referred to the SRC to determine the appropriate action to be taken. In the latter instance, the matter will be referred to a formal hearing.
- 4.3 Should the matter be referred to the SRC, this body will establish a Misconduct Committee, which will determine the process to be followed. The following principles will, however, be adhered to:
 - 4.3.1 The student will be advised of the alleged misconduct in writing, with sufficient detail to enable him / her to respond to the allegation. This notification will contain a date by which a written response may be submitted, should the student wish to admit guilt and make submissions in respect of mitigation.
 - 4.3.2 Should the student wish to address the Misconduct Committee on a suitable sanction where he/she has pleaded guilty, or the student has not admitted guilt, he / she will be notified in writing of the time, date and place that a hearing will be held.
 - 4.3.3 The Misconduct Committee will determine the procedure to be followed in the hearing but the rights that are set out in 4.11 shall, mutatis mutandis, be applicable.
 - 4.3.4 The Misconduct Committee has the authority to impose any of the following sanctions:
 - 4.3.4.1 a reprimand or a written warning;
 - 4.3.4.2 a fine equivalent of up to a maximum of 3 (three) month's tuition fees;
 - 4.3.4.3 compulsory duty of up to a maximum of 60 (sixty) hours;
 - 4.3.4.4 community service of up to a maximum of 100 (one hundred) hours;
 - 4.3.4.5 payment of compensation and/or reparation of damage caused;
 - 4.3.4.6 deprival of a privilege/s for a period up to 6 (six) months;
 - 4.3.4.7 a prohibition on holding any form of office for a period of up to 6 (six) months; and/or
 - 4.3.4.8 a prohibition on making use of specific student facilities for the period of up to 8 (eight) months.
- 4.4 Should the Investigating Officer establish that the alleged misconduct is of a more serious nature and that it should be referred to a formal hearing, he/she will make the necessary arrangements to schedule such hearing and notify the student of, amongst other things, the date, time, venue of the hearing, as well as the allegations that he / she will be facing, in writing.
- 4.5 In certain instances, it may be necessary to suspend a student pending the hearing, or to prohibit them from having contact with a certain person/s where, amongst other things:
 - 4.5.1 there are reasonable grounds to believe that the student may interfere with the investigation and/or witnesses;
 - 4.5.2 the continued presence of the student is likely to pose a threat to the maintenance of good order within Stenden South Africa;
 - 4.5.3 there are reasonable grounds to believe that the alleged offence may be repeated; and/or
 - 4.5.4 the allegations involve claims of assault or sexual harassment.

5. Student Disciplinary Code Continued

4.6 A suspension may take various forms, such as:

- 4.6.1 prohibiting the student from entering the premises or specified parts thereof;
- 4.6.2 prohibiting the student from utilising certain facilities;
- 4.6.3 prohibiting the student from attending specified lectures or classes;
- 4.6.4 prohibiting the student from participating in specified events;
- 4.6.5 prohibiting the student from entering and/or residing in student accommodation; and/or
- 4.6.6 prohibiting the student from making any contact with a specified individual/s.

4.7 The suspension may be of a specified duration, or until the disciplinary proceedings have been finalised. If the latter is the case, all efforts will be made to finalise the matter as expeditiously as possible.

4.8 The student may make representations in writing, within 5 (five) days of being suspended, to the Executive Dean, requesting that the suspension be revoked or amended. Due consideration will be given to these representations and the Executive Dean may revoke, confirm or amend the terms of the suspension.

4.9 In the case of alleged misconduct of an academic nature, the Academic Dean or the Education Support Office Manager will preside over the hearing, while for most other instances, a member of the Management Team or his/her delegate, will preside. Where the aforementioned individual/s has/have prior knowledge or involvement in the matter that may result in them prejudging the case or having some form of bias, another member of the Faculty/Management may be appointed to preside over the matter. Stenden South Africa may also appoint an external, suitably qualified person to preside over a hearing in instances where it deems such to be appropriate, for example, where there is no suitable person available internally at that time, or where the matter is of a complex legal or technical nature.

4.10 The proceedings will take place in private unless a request for an observer/s to be present is made and granted by the Presiding Officer, after having heard representations from all parties concerned.

4.11 The student against whom the allegation/s has/have been made has the following rights:

- 4.11.1 the right to be informed of the allegation/s against him/her, in sufficient detail, in writing;
- 4.11.2 the right to have the matter heard timeously;
- 4.11.3 the right to be given adequate notice of the hearing;
- 4.11.4 the right to be represented by a fellow student or member of Stenden South Africa;
- 4.11.5 the right to an interpreter, if required;
- 4.11.6 the right to call witnesses on his/her behalf;
- 4.11.7 the right to cross-examine the witnesses testifying against them;
- 4.11.8 the right to be heard on his/her guilt/innocence;
- 4.11.9 the right to present evidence in mitigation, if found guilty;
- 4.11.10 the right to address the Presiding Officer on the potential sanction, if found guilty;

4.12 The Presiding Officer will determine the procedure that will be followed in the hearing, however, as a guideline, the procedure will normally be similar to that outlined below:

4.12.1 Preliminary procedures – here the Presiding Officer, amongst other things, explains the purpose of the hearing, confirms the identity of the parties, explains the procedure that will be followed and ensures that the student's rights have been explained and respected.

4.12.2 The allegation/s is/are put to the student and his/her understanding thereof is confirmed.

- 4.12.3 The student is asked to plead to each allegation. Should he/she plead guilty to any allegation, the Presiding Officer must satisfy himself/herself that the student is indeed guilty in law of the allegation and that he/she has in fact admitted guilt to each element of the allegation. Should the Presiding Officer not be fully satisfied in this respect, he/she will enter a plea of not guilty on the student's behalf. Should the Presiding Officer, however, accept the plea of guilty for all the allegations, he/she will move to the stage where a fair and balanced sanction is determined.
- 4.12.4 Where a plea of not guilty has been entered for one or more of the allegations, evidence will be lead in respect of that/ those specific allegation/s. Both parties will be granted an opportunity to make an opening statement, should they so wish.
- 4.12.5 The Investigating Officer, who plays the role of Prosecutor in the hearing, will present evidence first, in an attempt to prove guilt. He/she will do so by leading witnesses, where appropriate, and/or presenting real evidence and/or documentary evidence.
- 4.12.6 The process followed with regard to oral evidence is normally as follows:
- 4.12.6.1 Examination-in-chief;
 - 4.12.6.2 Cross-examination;
 - 4.12.6.3 Re-examination; and
 - 4.12.6.4 Questions by Presiding Officer to clarify uncertainties (this does not necessarily mean that the Presiding Officer needs to wait until the end of this process to ask any questions.)
- 4.12.7 The student or his/her representative, should he/she have chosen to be represented, will then present the student's case, following the same process outlined above.
- 4.12.8 Once all the evidence has been presented, the parties may make closing statements should they so wish. The Presiding Officer will then adjourn the proceedings to consider the evidence and make a finding on the balance of probabilities.
- 4.12.9 Upon reconvening, the Presiding Officer will communicate his / her finding per allegation and the reasons for each. Should he/she have made a finding of guilty, he/she will then call for mitigating and aggravating circumstances and once these have been presented, adjourn in order to determine a suitable sanction.
- 4.12.10 In determining a suitable sanction, the Presiding Officer will have regard for what is referred to as the Triad. This consists of i) the offence (the seriousness of the offence and the place where the offence was committed), ii) the circumstances of the student (mitigating and aggravating factors) and iii) the interests of the educational society (Stenden South Africa and the other students.)
- 4.12.11 The Presiding Officer will then reconvene the hearing and communicate the sanction/s and reasons therefore. The Presiding Officer will also advise the student of the right to appeal, the manner in which such appeal may be made and the time frames he/she has to submit such appeal.
- 4.13 Should the student fail to attend the hearing after a second notification has been issued to him/her, or where the student has expressly refused to attend, the Presiding Officer may, once he / she is satisfied that no valid reason for such absence/refusal exists, continue with the hearing in absentia.
- 4.14 Should the student act in such a manner that he/she interferes with the hearing and/or the procedures relating to it and continue to do so after being instructed by the Presiding Officer to correct such behaviour, he/she may be required to leave the hearing, which will continue in his/her absence.
- 4.15 The records of the hearing, which may take the form of documents, minutes, notes and/or tape recordings, will be kept in

5. Student Disciplinary Code Continued

safekeeping by the Administrative Officer for a minimum of 3 (three) years from the date of the sanction being communicated or, where there was an appeal, from the date of the Confirmation of the appeal decision.

- 4.16 The student is entitled to an official copy of the record and relevant documents, which shall be reproduced at his/her own expense.
- 4.17 Where the student is a minor, the parent/guardian may be permitted to be present at the hearing as an observer and may be granted an opportunity to address the Presiding Officer prior to a decision in terms of sanction being made.
- 4.18 Normally, the outcome of the hearing will be kept confidential. There may be instances, however, where the Presiding Officer may determine that it may be appropriate to disclose the alleged offence/s, the finding, the sanction, the names of the student/s involved and/or a summary of the matter by, amongst other things, the publication of a notice on the notice board/s or by disclosing same to certain interested individuals/bodies. Where the student is a minor, his/her name shall not be published before his/her parents/guardians are advised of this action. Furthermore, no such publication shall take place before any appeal proceedings have been finalised or, if no appeal is forthcoming, the period applicable to submitting an appeal has expired.
- 4.19 Service of any notices shall take place by registered post to the latest residential address provided by the student to Stenden South Africa, or where possible and/or appropriate, by hand.
- 4.20 Where a student has qualified and is due to graduate but has a disciplinary matter pending against him/her, this will result in such graduation or the awarding of the relevant qualification being suspended until the matter has been finalised, unless otherwise decided upon and after due consideration of written representations being made by the affected student to the Executive Dean.

5.5 Appeals

- 5.1 Should a student be dissatisfied with the finding and/or sanction that has been arrived at by the Presiding Officer of a hearing, he/she has the right to lodge an appeal.
- 5.2 The appeal must be in writing and clearly set out the grounds for the appeal, together with a detailed motivation for each such ground. In this document, the student should also state what desired outcome they expect from the appeal.
- 5.3 The written appeal must be submitted to the Executive Dean (Administrative Officer) within 10 (ten) days after the student has been informed in writing of the outcome of the disciplinary hearing and the sanction imposed.
- 5.4 The appeal will be presided over by a person more senior than the Presiding Officer who conducted the hearing or, where this is not possible, a person who is on the same level as the Presiding Officer and cannot be influenced by him/her. In certain instances, where it is deemed appropriate, Stenden South Africa may appoint an external person to preside over the appeal.
- 5.5 The person presiding over the appeal will determine the procedures to be followed in the appeal hearing. Generally, the appeal hearing will be based solely on the grounds of appeal and consideration of the record of the disciplinary enquiry and any other relevant documents and/or exhibits. In other words, it will predominantly take the form of a review where, however, the appellant or his/her representative, where he/she has chosen to be represented, as well as, where appropriate, the investigating Officer/Prosecutor and/or Presiding Officer may be granted an opportunity to address the chairperson of the appeal hearing and/or to answer any relevant questions.

- 5.6 Should the Chairperson deem it appropriate, he/she may call other witnesses to testify, in order to provide clarity. Should this be the case, such witnesses must testify in the presence of both the appellant and the Investigating Officer/prosecutor and be subjected to cross-examination.
- 5.7 The Chairperson of the appeal hearing may, amongst other things:
 - 5.7.1 uphold the appeal entirely or in part;
 - 5.7.2 dismiss the appeal entirely or in part;
 - 5.7.3 amend the sanction previously imposed; or
 - 5.7.4 under very specific circumstances only, order a rehearing to be held.
- 5.8 The decision of the Chairperson presiding over the appeal is final and concludes all internal procedures.

6. Grievance Policy

6.1 Introduction

The purpose of this Statement Document is to outline how Stenden South Africa recognises the grievances of students and strives to address any concerns in a professional and timely manner. At present, this takes place through a combination of Policies and Practices. The purpose of this is to ensure that we follow the correct channels and address student grievances accordingly in a timely manner. A number of forums are used to identify and recognise students' dissatisfaction regarding academics, including module evaluations, formal grievances and appeals.

6.2 Responsibility

The Executive Dean carries overall responsibility for addressing student grievances. The respective Heads of Departments and Academic Deans are responsible for addressing grievances which fall directly under their scope of coordination / authority.

6.3 Module Evaluations

Students are involved in various evaluations: the start questionnaire regarding their training expectations, the exit questionnaire when a student leaves school prematurely, the placement questionnaire concerning the preparation of the placement and a questionnaire on the placement itself. In addition, each module is evaluated halfway through (critical incidents), as well as a full evaluation at the end of the module. Students are expected to take these questionnaires seriously, in order to provide as much information as possible about ways in which their education can be improved. Management always responds to students on evaluations, so that students know how their feedback is used. This is done by means of communication from the Academic Dean directly to the students, with academic staff in copy. Please see the Stenden South Africa document 'Evaluation Policy' for more details.

6.4 Academic Grievance Procedure

A Grievance Procedure will be lodged when a student is not satisfied with something that happens during a module. The grievance procedure is a series of steps that the learner / s who is unsatisfied with the required answers / outcomes, can follow.

In the event that a student / s see reason to lodge a formal Academic Grievance Procedure, the following steps must be followed:

- a) Grievances must be lodged with the relevant Module Coordinator within a reasonable time frame of the module / incident;
- b) Grievances must be submitted to the Module Coordinator / Academic Dean on the prescribed form, giving full reasons and motivations for lodging the grievance; (www.stenden.studentmanager.co.za)
- c) Grievances must be addressed by the Module Coordinator within 24 hours of receiving the official complaint;
- d) The complainant must be informed within 24 hours of lodging the grievance, in writing, that the grievance is being attended to;
- e) The Module Coordinator will then create a focus group, which may consist of students and academic staff, to investigate the grievances concerned. The Academic Dean will be kept informed at all times about any investigation into grievances;
- f) In all instances, the Student Representative Council Academic Quality Director will be consulted during the grievance;
- g) After investigation and the resolution of the grievance, the Module Coordinator will inform the Academic Dean of the outcome. A formal response will be sent to all parties concerned and all relevant parties will receive feedback.
- h) All grievances lodged by students and all formal responses by either the Module Coordinator or Academic Dean, will be filed and kept on record for a period of at least five years;
- i) The Stenden South Africa Examination Committee will be copied in on all academic grievances lodged.

6.5 Assessment Appeal Procedure

Article 17 of the Exam Regulations outlines how students may appeal to an assessment or its execution (chapter 3 of the Prospectus).

6.6 Objections

The Exam Regulations (chapter 3 of this Prospectus) outlines the Objections and Appeal Procedures:

- a) Against decisions taken by the Exam Committee;
- b) Closed questions in a (rewrite of a) module test;
- c) The Progress Test;
- d) Other test forms;
- e) Moderation;
- f) Result of Module Assignment.

7. Unleashing Potential with an Impairment

7.1 Purpose

Noting the disproportionately low number of students and staff with disability who are part of the Stenden South Africa campus and accepting our responsibility in ensuring that all members of society have a fair opportunity to be part of Stenden South Africa, we hereby adopt this Policy to guide the Institution when dealing with people with disability.

The purpose of this Policy is thus to ensure that any students registered and any staff employed at Stenden South Africa who have any form of impairment are presented with equal opportunities as students and staff who have no such impairments. The policy therefore supports the right of all persons with impairments to be involved at the Institution as either students or staff. This includes engaging people with disabilities in our Supply Chain.

7.2 Definitions

Stenden South Africa acknowledges that impairment does not constitute a disability in itself. Persons with impairments only become disabled when discriminated against in education, work and leisure opportunities, or when denied opportunities to these. The limitation in a person's physical and mental functioning is referred to as Impairment.

Any action or inaction that prevents people with impairments to be part of Stenden South Africa, or to engage in activities or opportunities, constitutes unfair discrimination. This type of discrimination is managed in terms of our Staff Handbook. Stenden South Africa actively guards against this and any other form of discrimination and actively endeavours to facilitate the inclusion of people with impairment into the Institution.

7.3 Objectives

The objectives of this Policy are to ensure:

- a) Unprejudiced treatment towards people with impairments.
- b) Unleashing potential for people with impairments in the most proactive way possible.

7.4 Implementation

7.4.1 Unprejudiced Selection

- a) Impaired students/staff have equal opportunities in applying to Stenden South Africa and therefore are not discriminated against in any selection criteria. In cases of impairment, the Institution may request a formal assessment of such an impairment with the sole purpose of learning how best to manage it.
- b) In the case of impairments that arise after the student/ staff has registered/ has been employed, the Institution may request an evaluation of the student /staff member's ability to continue studying, / working and reserves the right to exclude him / her on the basis of our ability to accommodate the student/staff member. The intention is to facilitate the continued development of the individual.

7. Unleashing Potential with an Impairment Continued

7.4.2 Unleashing Potential

- a) The Student Counselor will pay particular attention to counseling and mentoring students and the Human Resources Manager will pay particular attention to counseling and mentoring staff who are impaired.
- b) The Academic Heads of Department will ensure that academic support is given to impaired students in terms of: arranging alternative teaching venues, how teaching and assessment could be modified, liaising with the Chief Examiner on any special provisions for assessment.
- c) The Student Counselor will liaise with the Exam Committee with regard to the capacity of the student for succeeding in the course in which he / she is registered.
- d) Taking confidentiality into consideration, staff, which may include Academic and Support staff, will be advised of students with impairment needs.

7.4.3 Accessible Infrastructure

- a) Stenden South Africa will ensure that, as far as possible, support services, grounds and gardens, office space, academic departments, residences, campus buildings, including the resource centre, are all equipped to facilitate persons with impairments. Physical access on the premises and within buildings will be adapted as far as the budget permits; suitable adaptations within limits will be made to accommodate both physically impaired students and staff.
- b) The Education Support Office will offer an Assessment Service to students regarding educational needs, such as additional time applications and learning disabilities.

7.5 Policy Ownership

- a) The Head of the Institution is the custodian of the Policy.
- b) The following staff constitutes an Impairment Support Project Team who will take responsibility for the correct execution and refinement of this policy:
 - i. The Human Resources Advisor
 - ii. The Facilities Manager
 - iii. The Support Affairs Manager
 - iv. The Student Counselor

7.6 Policy Communication

- a) The Policy shall be clearly communicated to all students, staff and the broader public.
- b) The Policy will be referred to in all vacancies advertised;
- c) The Policy will be available on the Stenden South Africa website;
- d) Stenden South Africa reports structurally on the progress of creating access to and the unleashing of the potential of students and staff with impairment in all its management reporting, both internally and externally.

8. Student Enrolment Contract

Upon enrolment, students are required to sign the following Enrolment Contract:

Bachelor of Commerce:

I, student number am fully aware that the programme in which I have enrolled, that is Bachelor of Commerce in Hospitality Management with SAQA ID 63710, registered with the Department of Higher Education and Training to Stenden South Africa BV Incorporated in the Netherlands, as indicated on the Registration Certificate dated 14 October 2017. The Declaration must be signed by both parties and dated.

A copy of the Declaration must be given to the student.

Should you have any queries, do not hesitate to contact the Department.

Student Signature: _____

Date: _____

Stenden South Africa: _____

Date: _____

Bachelor of Business Administration:

I, student number am fully aware that the programme in which I have enrolled, that is Bachelor of Business Administration Management with SAQA ID 90536, registered with the Department of Higher Education and Training to Stenden South Africa BV Incorporated in the Netherlands, as indicated on the Registration Certificate dated 14 October 2017. The Declaration must be signed by both parties and dated.

A copy of the Declaration must be given to the student.

Should you have any queries, do not hesitate to contact the Department.

Student Signature: _____

Date: _____

Stenden South Africa: _____

Date: _____

8. Student Enrolment Contract

Student Contract:

Student Number: _____

Course: _____

I, (full names and surname in block letters) the undersigned, hereby enroll as a student of Stenden South Africa, subject to the following terms and conditions:

1 Inclusion with the Rules and Regulations of Stenden South Africa under this agreement

- 1.1 I hereby undertake to abide by and comply with all the Rules and Regulations of Stenden South Africa and I hereby acknowledge that it is incumbent upon me to make myself familiar with all the Rules and Regulations of Stenden South Africa. I am aware that a copy of the Prospectus of Stenden SA is filed on Student Manager.
- 1.2 I hereby accede to the condition in terms of which Stenden South Africa, in all its filiations, reserves the right, at its sole discretion and through its normal Governing Bodies, to amend any Rule, Regulation or Rule of Procedure and I accede, furthermore, that I will be bound to any such amendment as soon as it may take effect.
- 1.3 I hereby acknowledge that any Rule, Regulation or Rule of Procedure that may be accepted by Stenden South Africa shall be deemed to be valid, unless a person who appeals to the invalidity of a certain Rule, Regulation or Rule of Procedure, were to succeed in producing evidence to the contrary.

2 Certificates of Entrance

- 2.1 I hereby undertake to submit all the relevant Certificates of Entrance that may be required (such as the Official Certificate in respect of my admission, any previous-study record, a Certificate of Conduct etc), either on Registration or - by special agreement with the Executive Dean before 31 January 2021.

3 Tuition Fee

- 3.1 I hereby assume absolute responsibility for the payment of any fees that may fall due as a result of my studies and/or residence at Stenden South Africa on the appointed due dates, as determined by Stenden South Africa from time to time.
- 3.2 I authorise Stenden South Africa to charge interest on all amounts that I may fail to pay promptly on the appointed due dates. I agree that interest be calculated at the then-current prime bank rate payable by Stenden South Africa to its own bankers. Stenden South Africa is authorised to add unpaid interest to amounts in arrears each month and to charge interest thereon as provided in this clause.
- 3.3 In addition, I hereby confirm that, in the event of my failure to promptly pay any amount demanded of me, all outstanding fees owing to Stenden South Africa at that point, shall become claimable with immediate effect.
- 3.4 Proceeding, I hereby confirm that a Certificate signed by either the Executive Dean or his / her proxy, shall furnish documentary proof of my indebtedness, as well as of the applicable interest rate.
- 3.5 I hereby undertake, in accordance with the Rules of Stenden South Africa, to give written notification to the Executive Dean in the event that I should decide: (a) to change my course of study or curriculum; (b) partly or in its entirety to terminate my studies; or (c) not to take a specific course of study or curriculum in the second semester; failing which notification I shall be indebted in any amount of tuition fees that, owing to my omission, would have become payable to Stenden South Africa.

4 Amendment of This Agreement

- 4.1 I further acknowledge that, unless expressly changed, all the Terms and Conditions of this Agreement shall remain in force and shall stand for as long as I am a registered student of Stenden South Africa, irrespective of whether or not I may suspend my studies.

4.2 I further declare that no amendment or change to this Agreement shall be deemed valid, unless it has been duly authorised by either the Executive Dean or his/her proxy.

5 Exemption and Indemnity

5.1 I exempt Stenden South Africa, any and all of its members, functionaries, officials, employees and voluntary helpers from all liability and indemnify and hold them harmless against all claims instituted by whomsoever of whatsoever nature and howsoever resulting or arising:

- (a) from my illness, death or injury; and/or
- (b) from loss of or damage of my property or possessions of whatsoever nature, while I am enrolled as a student of Stenden South Africa.
- (c) I hereby confirm that my name and address may be made available to employers for a possible appointment or to certain authorities if Stenden South Africa is forced, by law, to adhere to the request.

6 Assignment of Copy and Patent Rights

6.1 I hereby assign to Stenden South Africa any existing, future or contingent copyright pertaining to any incomplete or completed dissertation, thesis or mini-dissertation that may in any way, whatsoever, have originated or originate from any study or research project I may have undertaken or launched or may undertake or launch at Stenden South Africa, irrespective of whether such dissertation, thesis or mini-dissertation has been or may be accepted.

6.2 I undertake, furthermore, to assign to Stenden South Africa any existing, future or contingent copyright pertaining to any incomplete or completed dissertation, thesis or mini-dissertation that may in any way whatsoever have originated or originate from any study or research project I may have undertaken or launched or may undertake or launch at Stenden South Africa and that, under clause 6.1 above, does not vest in Stenden South Africa directly, as soon as such right may originate.

6.3 I hereby agree that clauses 6.1 and 6.2 (with the necessary amendments) also be made applicable to any existing, future or contingent copyright obtaining to any computer software that has originated or that may originate on the strength of my utilisation of any of the teaching, training and/or computer facilities of Stenden South Africa.

6.4 In addition, I hereby agree that clauses 6.1 and 6.2 (with the necessary amendments) also be made applicable to any existing, future and contingent patent right obtaining to any patentable invention or registerable model, programme or computer programme that has originated or that may originate from any study or research project whatsoever that I have undertaken or launched or that I may undertake or launch at Stenden South Africa.

7 Residence in One of the Stenden South Africa Student Residences or Housing Units

7.1 As I will be taking up residence in one of the Students r=Residences or Housing Units, I hereby undertake to familiarise myself with all the Rules, Regulations and Procedural Rules pertaining to the Residence and to comply with these Regulations and abide by these Rules and Procedural Rules. Further hereto, I specifically take cognizance of the rules governing the following: temporary and/or part-time employment, the period of tenancy, the payment and forfeiture of boarding fees, the closing dates for payments, the closing dates for the cancellation of residence, damage to and restitutitional damages in respect of Student Residences, disturbance of the peace, the cancellation of my contract in respect of residence and eviction by Stenden South Africa.

8 General Terms and Conditions

8.1 I hereby confirm that, in the event of my being under-aged, this Agreement shall be concluded with the knowledge and consent of my parents and/or guardian.

8.2 Proceeding, I confirm that any particulars that I may furnish on this registration form shall, to the best of my knowledge and belief, be full, true and accurate.

8.3 I hereby elect, for the purpose of the serving of all process documents, the address entitled domicile address (home address), as stated on the Registration Form, as my domicilium citandi et executandi.

8. Student Enrolment Contract

8.4 I hereby agree that, should it, resultant from this agreement, be deemed necessary by Stenden South Africa to institute legal proceedings against me, and should I be held liable, I shall be liable for the legal costs according to the attorney and client scale of fees.

8.5 I, furthermore, accept the jurisdiction of the magistrate's court in the event of any action or claim for damages being instituted or brought against me, irrespective of the extent of the action or the measure of damages.

9 Medical Information:

I hereby inform Stenden SA of the following medical information for use in the event of an emergency:

9.1 State any medical conditions, ailments, abnormalities or impairments Stenden SA needs to be aware of:

9.2 State any medication taken which Stenden SA needs to be aware of:

9.3 State any allergies or any medication you have an allergic reaction to:

9.4 Name of next of kin to be contacted in the event of an emergency:

Student's Signature _____

Date: _____

9. Recognition of Prior Learning Policy

1 Introduction and Definition

In the desire to align the Stenden South Africa curricula with prior knowledge and experiences, it recognizes prior learning and seeks to translate this prior learning to exemptions for certain areas of the curriculum. This desire is supported by the National Plan for Higher Education's goal of widening access to higher education.

"Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways". – SAQA

2 Limitations

The recognition of prior learning is limited by the following factors:

- a) The Stenden South Africa curriculum is interdisciplinary which limits the speed by which a student may complete the program.
- b) The Stenden South Africa curriculum does not work with unit standards which make the recognition of unit standards from other providers challenging.
- c) The HEQC expects providers of Higher Education to enrol at least 10% of its intake of students based on RPL.

3 Responsibilities in the Recognition of Prior Learning

- a) The body responsible for the recognition of prior learning is the exam committee.
- b) The exam committee need to assure itself through proof that prior learning can be recognised.
- c) This proof may be in the form of:
 - i. Credits from another institution;
 - ii. Short courses;
 - iii. Working experience that can be verified;
 - iv. Any other experience that can be verified; or
 - v. Tests by Stenden South Africa.
- d) The secretary of the Exam committee carries the responsibility to monitor the amount of students of which recognition of Prior Learning was recognised to ensure Stenden South Africa complies with the criteria for programme accreditation of the HEQC.
- e) The responsibility for requesting recognition of prior learning lies with the student.
- f) The process of applying for RPL is regulated by the exam regulations that are included in the prospectus.

4 Tests

- a) The exam committee, in its discretion may decide to subject the student to one or more tests to gather additional evidence of the student's competence.
- b) In the process of RPL, such a test would always be concluded with an interview with a panel of at least two members from the exam committee.

5 Variations in the Recognition of Prior Learning

- a) The exam committee, in its discretion may decide to recognise prior learning under certain conditions.
- b) Such conditions may include, but are not limited to:
 - i. The exemption of a module under the condition that a student would still need to complete certain tests of that module.
 - ii. The allowance to participate in multiple modules at the same time.
 - iii. The allowance to complete a module in an alternative form than usual.
 - iv. Complete exemption from a specific module/module.

6. Process of Requesting RPL

- a) The process of requesting RPL is outlined in the exam regulations that are included in the Stenden South Africa Prospectus. These regulations are subject to annual review.
- b) The process of RPL is separated from the process of application to the program.
- c) The student will need to fill out an RPL request form. This form is made available on the intranet and website of Stenden South Africa.

