



A F R I C A N
A C A D E M Y

Policies and Procedures

Student Support

PREAMBLE

The African Academy is committed to:

- fair and open access to learning programmes;
- ensuring that there are no discriminatory factors that negatively impact on students accessing the programme;
- ensuring that it enables students to access programmes on the basis of qualification or the equivalent level of demonstrated competence, that is the organisation will ensure that the entry requirements of the programme are closely linked to the learning assumed to be in place as stipulated in the unit standard, and will ensure that these requirements are met.

SUPPORT PROVIDED PRIOR TO ENROLMENT IN THE PROGRAMMES

The African Academy for Computer Assisted Engineering endeavours wherever possible to provide comprehensive information about the available education and training programmes and entry criteria to all prospective students, both prior to entry and during induction. Students will have the opportunity to clarify their requirements and relate them to the training course.

General induction into the organisation and introduction to different parts of the learning programmes are included to ensure learners feel comfortable and confident.

SUPPORT PROVIDED DURING THE PROGRAMMES

During the education and training process, African Academy will ensure that the needs of individual students are identified and that personal development plans are encouraged.

In addition, we will ensure that progress is regularly reviewed, feedback is given, support is provided and pre-programme exit guidance is available.

Students are provided with regular opportunities to review their progress and make any appropriate changes to their personal development plans during the learning programmes.

African Academy ensures that guidance and support services include activities such as the following:

- Assessment of prior learning and achievement.
- Assisting students to make sense of the training and learning in terms of career opportunities and personal development choices.
- Understanding, facing, and resolving or adapting to, personal problems and difficulties which could inhibit progress.

Students receive feedback on assessment and are given access to the appeals process in cases where they feel that they have a justifiable complaint to make about the results or the assessment process.

SUPPORT PROVIDED AFTER THE PROGRAMMES

Students are continually supported to identify possible learning opportunities and the ways in which these opportunities could be accessed.

Each learning programme includes a clear description of the learning and career pathways that are possible for learners upon successful completion of the programme.

Learners are also made aware of any financial assistance available for further learning. This may include self-financing or bursaries in instances where the Academy is unable to support the learning programme directly.

African Academy is committed to assisting its unemployed learners wherever possible to access opportunities for either employment/self-employment or further learning.

FINANCIAL SUPPORT

What financial assistance may be available?

- Department of Labour Bursary (dependent on availability of bursaries and selection by the Department of Labour)
- African Academy Trust Bursary (dispersed at the discretion of the Board of Trustees)
- Industry Bursary (dependent on availability of bursaries and selection by respective bursars/organisations)

Who can apply for financial assistance?

- Full-time students only

- South African Citizens only
- Those with a real financial need who are applying to enrol at African Academy

Students requiring financial assistance must complete the African Academy application for financial assistance and attached all required evidence as stipulated in the application.

LEARNER CODE OF CONDUCT

Every African Academy learner is provided with a Learner Information Guide that includes the Learner Code of Conduct. Every Learner is subject to the Learner Code of Conduct. A breach of the Code of Conduct could result in disciplinary action. The aim of this Code of Conduct is to promote academic performance and positive social conduct amongst Learners:

- Learners are expected to behave and conduct themselves at all times in a manner befitting an institution of learning;
- Learners must adhere strictly to the lunch, tea and break periods, Learners should be in their classrooms on time for each period
- No loitering in the foyer or reception area is permitted. Idle chatting and noise will not be tolerated
- Learners are expected to keep their work areas clean and tidy at all times. Refuse to be thrown in the bins provided
- Damage or littering of Academy premises will not be tolerated, including the grounds
- Any Learner caught stealing or abusing Academy property will face disciplinary action
- Learners are expected to maintain their course notes and material, and keep copious notes. Should a Learner lose his/her copy of Academy course manuals, these will be replaced at his/her own expense
- Learners that misuse or deliberately sabotage Academy software or hardware will face disciplinary action that may culminate in the individual being dismissed from the academy
- Learners are required to respect and maintain copyright laws of software programs. No 'pirated' or any copies of software may be used in the Academy. Failure to adhere to this will result in disciplinary action.
- Computer games (MP3, Music CD's or DVD's) are not permitted on Academy computers. Only Academy material may be utilised.

- Learners' use of the Academy telephones is prohibited. In cases of emergency, Learners must obtain the necessary permission from an Academy staff member. A public phone is available for Learner use.
- No food or drink is allowed in the classrooms or near computer or other Academy equipment
- Playing of music is not allowed in the classroom
- Machines must be switched off at the end of each day
- Learners shall not bring friends or visitors onto campus, or into class without the permission of the Academic Manager, or Administration Manager of the African Academy
- A Learner may not have a cell phone switched on during lectures, unless a prior arrangement has been made with the lecturer.
- Learners may not smoke anywhere on Campus premises except in designated areas.
- Learners may not use controlled substances or alcohol on Campus.
- A Learner may not bring or have any illegal substances in his/her possession, or control or supply or dispose to any person within any African Academy building, grounds, property or any other place where the College conducts its activities.
- A Learner shall not bring or have in his possession or control or supply or dispose to any person within the Campus building, grounds or any other place where the college conducts its activities, any firearm of any kind without the written permission of the Chairman of the African Academy.
- Learners shall communicate individually with African Academy management on matters affecting them.
- No party political activities shall be conducted on campus.
- Learners shall accept the results of their assessments both internally and externally, as final, subject to the standard remark procedures.
- Learners shall comply with the rules and regulations published by the African Academy for Computer Assisted Engineering from time to time.

LEARNER DISCIPLINARY PROCEDURES

With most cases of disciplinary infringement, it will be sufficient for the African Academy Academic Manager or Administration Manager to call offending Learners into an office and subject them to a reminder of the code of conduct, showing them their signature and giving them a severe verbal warning.

However, a few Learners may overstep the mark and these must be disciplined in the following manner:

- A. The appointed chief disciplinary officer of the African Academy shall give notification of misconduct.
- B. Depending on the seriousness of the misconduct, one or more of the following actions shall be taken:
 - a. For minor offences - the Learner is summonsed to the office of a campus manager or member of the Board of Trustees and the charge of misconduct discussed. Another African Academy employee must be present. The Learner is severely admonished for the behaviour and a verbal warning is given.
 - b. For more serious offences, or a repetition of an offence for which the Learner has already been given a verbal warning, the Learner and the Learner's parents/ guardian/sponsor are summonsed to College to meet with the respective disciplinary officer.

Confirm the meeting in writing with both the parents/guardian and the Learner. At the meeting discuss the charge of misconduct. Another staff member must always be present.

After the discussion, if the appointed disciplinary officer feels it necessary, a letter of warning is given to the Learner. Generally, if the Learner is genuinely sorry the Disciplinary Officer could issue another verbal warning, however, if the Learner is arrogant and unrepentant, issue a letter of warning.

The letter of warning must contain the following details:

- Details of the misconduct;
- The standard that is expected at the African Academy;
- A paragraph stating that the misconduct is a breach of the code of conduct (that the Learner or parent signed on the reverse of the registration form - show this to the Learner in the disciplinary interview);
- A paragraph stating that further misconduct could result in expulsion or suspension from the College.

- C. For very serious offences, or a repetition of an offence for which the Learner has already received a written warning, the Learner is summonsed to the office of a campus manager, where a notice to attend a disciplinary enquiry is given to the Learner.

The following must be adhered to:

- The Learner must be given 48 hours' notice of the hearing;
- The Learner must be asked to sign in receipt of the notice to attend the disciplinary enquiry. If the Learner refuses to sign, then a witness must sign to say that the Learner received the notice. The Learner is not acknowledging guilt by signing the notice, just receipt of the notice;
- The Learner must be told that they have the right to be represented by another Learner or a member of African Academy staff;
- The Learner must be told that they have the right to call witnesses and to cross-examine the witnesses of the African Academy staff member bringing the accusation against the Learner;
- The Learner's parent/guardian/sponsor must be informed of the enquiry and given notice to attend.

If the Learner is expelled from African Academy, he/she must be informed in writing. The Learner's account must then be adjusted in proportion to the number of weeks elapsed in the semester or academic year to the total number of weeks in the semester or academic year (if applicable).

Outstanding amounts owing will remain due and payable, and any credits owing to the Learner must be refunded.

This disciplinary enquiry must follow the format of an industrial disciplinary enquiry. This means that you need an independent chairperson, a "prosecutor", the person who caught the learner cheating where possible someone to take minutes and witnesses.

All documentation relating to disciplinary interviews and enquiries must be kept in the learner's record file.

The following is a list of possible sanctions that a learner found guilty of misconduct could face:

- Revocation of his/her qualification issued by the African Academy for Computer Assisted Engineering.
- Denial of a privilege to enrol again as a Learner at the African Academy again.
- Suspension of any rights and privileges of being an African Academy Learner.
- Payment of compensation or the reparation of damage caused by the Learner's actions.
- A written reprimand or warning.
- Banishment from attendance at social activities or practical excursions, etc.
- Any other appropriate disciplinary measures.

LEARNER ABSENTEEISM & DUE PERFORMANCE REQUIREMENTS

If a learner is absent for longer than eight (8) days in any one term/trimester he/she will face disciplinary action that may culminate in the individual being dismissed from the Academy.

Should a learner be absent for longer than two (2) consecutive days, without a valid reason, this is also a violation of the Academy rules and such a learner will face similar disciplinary action.

African Academy Learners are also bound by the Due Performance policies as follows:

Minimum Class work Requirements

Learners who do not achieve a minimum class mark of 40% will not be permitted to write the respective theory or practical examination/s.

Class/Programme Attendance

Learners who attend less than 80% of lectures for *each respective module* will not be permitted to write their final examinations respectively.

The procedure for learner absenteeism is as follows:

10%	Lecturer/Manager to counsel the Learner
15%	Phone parent/sponsor. A letter must be sent to the parent/guardian and the learner – the learner to sign indicating that he/she has received the letter. The Administration Manager must keep all documentation.
20%	Registered letter to the parent and letter to the learner - again ensure that the learner signs the letter.

Attendance and Completion of Assessments

Learners who are not present for their tests and who do not submit their assignments without a valid reason will not be permitted to write their final examination for the particular module. Medical certificates submitted should be verified with the doctor concerned.

LEARNER SUPPORT AND GUIDANCE

Guidance and Counselling

- Learners are encouraged to seek advice about their learning and chosen career pathways from any staff member at African Academy.
- Learners are made aware who the various contact persons are so that they are aware of who they can go to if they are unsure about learning-related choices and decisions.

- Where learners require counselling on issues not directly related to the learning programme but that may be affecting their learning processes (such as family pressures) then these learners will be referred to the appropriate person or agency for support. To facilitate this process we maintain a database of other organisations to which learners can be referred if the need arises.

Language Support

As stipulated in the Academy's Language Policy, English is the medium of instruction and administration.

During the initial application and registration assessment session there will be an assessment of the learners' language skills. Based on this, African Academy will determine what language support the learner may require to support him/her with the learning programme.

African Academy is currently investigating the options for English language support and training for learners that do not qualify for admission based on their level of English proficiency. At present Learners are consulted regarding alternatives in this regard (other institutions of learning, etc).

Registration/Enrolment Support

Learners wishing to enrol at the African Academy may be required to take potential battery Index (PBI) test in order to ascertain whether or not the potential learner has the aptitude for a career in computer aided drawing and draughting.

In addition, each Learner attends a personal interview. This is an effective and interactive process of engaging the learner about his/her expectations. This assists the learner to decide whether the particular programme will be appropriate or not, or whether an alternative programme may be better.

Learners are also provided with information about finance, including any financial assistance the African Academy may be able to provide, what the learner will be expected to finance, and possible ways in which learners can recoup this money if necessary.

The Personal Interview Session usually comprises the following elements:

- Recommendations are discussed with the prospective learner regarding suggested learning programme for which the Learner is most suited

- Ensuring that learning assumptions are in place for the prospective learner, based on requirements of recommended learning programme
- Employment opportunities and career pathing within the sub-sector is explained to prospective learner
- Realities and opportunities of employment within the Industry is explained to the learner
- Commitment and standard of work required is explained to prospective Learner

Support during the Learning Process

Where it emerges during the programme that certain learners are struggling with a part of the programme, there are mechanisms in place to identify these problems and support the learners in dealing with these difficulties. The kinds of support interventions that may be possible include the following:

- Tutorials
- One-on-one sessions with management and/or lecturer(s)
- Workplace coaching where appropriate
- The provision of specific written or audio resources to support the learner
- Telephonic support or written support materials
- A bridging programme
- Computer-aided support

Support during the Assessment Process

- Learners will be provided with a written document that outlines all the assessment activities that form part of the programme. The document will state what the assessment criteria will be and the scheduling of each of these assessment activities. This guide will also outline the methods of assessment that will be used.
- Learners will undertake formative assessment activities throughout the programme.
- On the basis of these activities the learners will receive feedback about the areas which they must concentrate on and improve in.
- Learners will also undertake integrated summative assessment activities.

Peer Support Programme

A peer support programme is currently being investigated by the management of African Academy to assist Learners that require additional attention and learners with special needs.

Learners with Special Needs (Disabilities, etc.)

The African Academy for Computer Assisted Engineering welcomes applications from learners with disabilities. Those who have additional needs arising from a disability, learning difficulties or mental health issues are asked to contact the Academy at an early stage to discuss their requirements and the facilities available. African Academy wishes to ensure that the facilities will be adequate and that academic and practical issues do not impair progress.

The learning programmes and assessment systems are designed and applied to ensure that a learner with special needs benefits as fully as possible from the academic, social and vocational experience on offer. Exceptions may only occur in instances where respective disabilities have a direct affect on the inherent requirements of the particular career of choice.

Learner Placement & Support after the Programme

African Academy prides itself in the successful placement rates of its Learners. Currently, the Academy boasts an average placement rate of over 95%. African Academy assists every eligible learner to find suitable employment at the end of their programme, and has to date achieved great success.

Further Learning Opportunities

After completion of the programmes, learners who wish to improve their level of knowledge and skills, or who are not yet prepared for the workplace are provided with guidance regarding the possibilities of further learning. This could either be with the African Academy or alternative institutions.

THE STUDENT REPRESENTATIVE COUNCIL (SRC)

Introduction

- The African Academy for Computer Assisted Engineering Student Representative Council (SRC) consists of democratically elected Learners who will be elected on an annual basis.
- Nominated representatives of the SRC are represented in the Academic Board and associated sub-committees, where invited and applicable.
- The chairperson of the Student Representative Council must be elected by and from these representatives. All members serve for one academic year.

- The SRC chairperson and members will report to the organisation through an appointed Learner Support Staff Member

Aims of the African Academy SRC

- To foster a positive learning environment
- To enable learners to participate in the governance of the Academy where appropriate and applicable, enabling learners to take part in discussions and activities during times specifically set aside in conjunction with the Academy staff.
- To develop strong student unity

Functions of the African Academy SRC Include

- To build student unity
- Represent the student body
- To maintain relationships with lecturers/facilitators
- To dedicate their activities to the serving of the general interests of students through the creation of open and accessible communication channels.
- To represent enrolled students on the Academic Board and associated subcommittees, where applicable.
- To identify the needs of enrolled students and to inform the Academy of any areas of concern.
- To coordinate and manage all functions associated with the Student Representative Council (SRC), i.e. portfolios, societies, and special projects.

Constitution of the African Academy SRC

All elected SRC members are required to sign the constitution of the SRC, which comprises information pertaining to:

- Aims & Principles of the SRC
- Withdrawal of the functions clause
- Rules and requirements for meetings
- Composition of the SRC
- Functions of the SRC
- Election of members

- Nomination Form for SRC Elections Template

Please refer to the constitution of the SRC for further information.

LEARNER PLACEMENT POLICY

Guidance and Counselling

- Learners are encouraged to seek advice about their learning and chosen career pathways from any staff member at African Academy.
- Learners are made aware who the various contact persons are so that they are aware of who they can go to if they are unsure about learning-related choices and decisions.
- Where learners require counselling on issues not directly related to the learning programme but that may be affecting their learning processes (such as family pressures) then these learners will be referred to the appropriate person or agency for support. To facilitate this process we maintain a database of other organisations to which learners can be referred if the need arises.

