STUDENT POLICIES

AND

PROCEDURES

Table of Contents

Student Policies and Procedures

Cornerstone Institute

1. INTRODUCTION

Cornerstone Institute (CI) endeavours to live out its core values in all areas of engagement with students. It is expected that students, lecturers, academic management and support staff will conduct themselves in accordance with CI values which include respect, integrity, inclusivity, unity, creativity and excellence. Policies are guided by CI's purpose as an independent, not-for-profit higher education institution to engage in teaching and learningin service of others, to advance human dignity and social justice for all. CI's policies are aimedat giving expression to its values.

2. STUDENT CONDUCT AND RESPONSIBILITY

CI's *Student Conduct and Responsibility Policy* provides guidance on behaviour that is befitting and in accordance with our values: respect, integrity, inclusivity, unity, creativity and excellence. The responsibility for monitoring student conduct lies with the Faculty Management Committee.

2.1. General Rules for Student Conduct and Responsibility

- **Integrity**: To live in a manner that inspires trust and confidence, showing regard for self and others.
- **Respect**: This includes respect for fellow students, staff, faculty and visitors to CI, as well as the building and all CI property.
- **Social obligation**: To fulfil our role in society in a responsible way and avoid behaviour that is discriminatory, racist, physically harmful and unjust toward others. Students who witness any form of discriminatory behaviour and conduct are required to report these incidences to Student Development and Support. This can be done via email or in person but could also be anonymous. Strict confidentiality will be assured.
- **Criminal offences**: Criminal offences are subject to South African laws of prosecution. Any student who is in possession of objects that can be used for physical harm will be reported and the student will face disciplinary action.
- **Responsibility**: To adhere to the rules and policies laid down for use of CI resources including internet usage, library and computer facilities and other resources.
- **Compliance**: Students are expected to comply with all written and oral basic instructions and communication from the CI community.
- **Obstructing investigations**: Students who withhold information deliberately to obstruct investigations will face disciplinary action.

2.2. Classroom Behaviour

Cornerstone is a community that vigorously embraces diversity and encourages students to be mindful and respectful of others regardless of gender, racial, ethnic, doctrinal or political perspectives. Students are expected to follow class rules set out by the lecturer and not disrupt the classroom environment. Disciplinary measures will be taken should a student

display or be accused of any unacceptable behaviour in the classroom.

2.3. Sexual Misconduct

Cornerstone is committed to creating an environment free of sexual harassment. Wherever sexual harassment occurs it impinges on the basic human rights of the individual and it undermines the values contained in the South African Constitution, as well as the integrity of Cornerstone. Cornerstone expects that all students and staff will refrain from any form of sexual harassment and acknowledges that:

- *The Victims*: Both women and men may be victims of sexual harassment. Sexual harassment may occur equally between members of the same sex as between members of the opposite sex.
- *The Perpetrator*: Both men and women may be perpetrators of sexual harassment. The perpetrator may be a senior, equal, or junior person.

CI's *Sexual Harassment Policy* is aimed at preventing the occurrence of sexual harassment. Sexual harassment refers to behaviour typically experienced as offensive, by means of which sexual approaches are made within the context of a relationship of equal/unequal power or authority.

Sexual harassment is a form of discrimination on the grounds of gender. It is unwanted and may be experienced as an expression of power, authority and control of a sexual nature. It creates a hostile environment that impedes the individual's capacity to learn and/or work.

Sexual harassment covers a broad spectrum of unwanted behaviour and includes amongst others:

- **Verbal forms**: such as unwelcome enquiries regarding a person's sex life, telephone calls with a sexual undertone, continuous rude or sexist jokes/remarks, unwelcome requests for dates, remarks about a person's figure, etc.
- **Non-verbal forms**: such as gestures with a sexual meaning, leering, continuous unwelcome flirtation, etc.
- **Visual forms**: such as exhibiting pornographic photos, comics, objects, etc. that creates a hostile environment.
- **Physical forms**: such as unwelcome contact through patting, pinching, fondling, kissing, pawing, assault, molesting and rape.
- **Quid pro quo forms**: such as sexual bribery (e.g. promising a promotion in return for granting sexual favours) and sexual extortion (e.g. refusal to promote an individual if he/she does not consent to granting sexual favours).

2.4. Procedure for Managing Claims of Sexual Harassment

1. Keep a written record of the event(s) by noting inter alia the incident(s), time(s), name(s) and evidence or any other relevant information that may be helpful in solving the problem.
2. Confront the perpetrator personally and/or in writing, should this be at all possible. Inform the person that his/her behaviour is inappropriate, unwelcome and must be stopped immediately.

3. Inform the Deputy Dean of Student Development and Support verbally and/or in writing within five (5) working days of the incident occurring.
4. In cases where the student who is being harassed does not wish to refer the matter to the Deputy Dean of Student Development and Support for whatever reason, she/he may refer the matter directly, in writing to the Executive Dean/CEO.
5. The Deputy Dean of Student Development and Support or the Executive Dean/CEO will follow the Procedures for Student Discipline as described below.
6. The Deputy Dean of Student Development and Support or the Executive Dean/CEO may recommend that the route of mediation as a dispute resolution procedure be applied.
7. All matters relating to the incident/s are to be treated with the highest degree of confidentiality.
8. Depending on the degree of seriousness, and should mediation be unsuccessful, the matter will then be managed in terms of a Disciplinary Hearing.

2.5. Substance Use

Smoking
Cornerstone accepts that there is sufficient medical proof that smoking places the health of active as well as passive smokers at risk. Smoking, namely, using tobacco or tobacco like products, vaping including but not limited to electronic vaping devices, are prohibited indoors. CI's *Smoking Policy* is aimed at creating a pleasant and healthy study environment.

Designed to balance the interests of smokers and non-smokers in terms of existing statutory measures the following areas are classified as non-smoking areas:
• Any area where there is a possible fire or safety risk, and which is indicated as such.
• Any premises where food is stored, produced, prepared, handled, sold or served.
• All indoor areas.

The Cornerstone campus provides designated smoking areas. All students, staff and visitors are encouraged to limit themselves to using these facilities set aside for smoking outdoors. Vaping is prohibited in all designated outdoor smoking areas.

All students, staff and visitors are expected to comply with the provisions of *CI's Smoking Policy.*

Use of other Substances
CI recognises the harmful effects that the use of over the counter and illegal drugs, tobacco products and the misuse of alcohol can have on students. The institution therefore has a responsibility to ensure that all relevant parties are both drug and alcohol free and protect any other persons (students, employees, public, clients, visitors) that may be affected while on the premises.

Rules and Regulations
• Cornerstone Institute has a zero-percentage tolerance for substance abuse/misuse on its premises.
• Students are discouraged from attending lectures and will not be allowed to perform work for Cornerstone Institute while under the influence of any drugs or alcohol.
• Students are to notify their lecturers when using any over the counter or prescribed medicine, which may affect their performance, concentration or ability to focus; or which may cause drowsiness or impair their ability to work. This information is usually found on the medication label or leaflet.

- The possession or consumption of alcohol or controlled substances at Cornerstone is strictly prohibited.
- It is unlawful to manufacture, distribute, dispense, possess or use any prohibited substance at Cornerstone Institute.
- Only medication that is prescribed by a registered healthcare provider may be brought onto the Cornerstone premises.
- The case of each student will be dealt with on its own merit if misuse is suspected.
- A breach of *CI's Substance Abuse Policy* will be treated as misconduct and may lead to dismissal or expulsion.

3. PROCEDURE FOR STUDENT DISCIPLINE

Cornerstone staff may deem it necessary to discipline a student due to actions that are contrary to the values held by the institution, and which adversely affect the student body and life of the institution. In such circumstances discipline will be administered through the following procedure:

- Prior to a full disciplinary hearing, the Deputy Dean of Student Development and Support will inform the SRC as to the student(s) concerned and the need for a disciplinary hearing. The matter will be discussed with strict confidentiality maintained.
- The Deputy Dean of Student Development and Support and/or the Executive Dean will meet with the student(s) to determine the facts.
- If needed, the Deputy Dean of Student Development and Support and/or the Executive Dean will meet with further eyewitnesses of the event to gain clarity of the facts given.
- The Deputy Dean of Student Development and Support will then meet with the CEO and/or the Executive Dean to discuss the matter.
- If further guidance is needed to determine discipline necessary for a given case, the student(s) will be required to attend a hearing with a full Disciplinary Committee, consisting of the chair or vice-chairperson of the SRC, a senior staff member, a member of the Board of Directors, the Head of Student Development and Support Services, the Executive Dean and the CEO. This Disciplinary Committee will then determine the necessary disciplinary action. Written records will be kept of each action taken.

4. STUDENT COMPLAINTS AND GRIEVANCES

Faculty and staff are accountable for the same values which shape the academic culture of the CI community. Students' grievances and complaints are therefore deemed highly important and are to be urgently addressed, ensuring that the student's dignity is always upheld. Where possible, informal attempts will be made to resolve grievances. Students have the right to be heard in a fair procedure and have the right to appeal against what they may consider to be unjust.

CI's *Student Complaints Policy* is aimed at ensuring equity and fairness as it relates to concerns that affect student's learning. It is also aimed at ensuring that students have a route for bringing complaints to the attention of the Student Representative Council (SRC) and the

Faculty Management Committee, and the Senior Management Committee. An internal process for constructive dispute management ensures that students' complaints and grievances can be voiced, rectified and resolved during their term of study.

4.1.   Categorising Student Complaints

- **Staff and faculty misconduct**: Refers to inappropriate behaviour that negatively impacts the student's wellbeing or experience at Cornerstone.
- **Provision of services and administrative processes**: This is inclusive of unsatisfactory services provided by Cornerstone, such as library, student support and all administrative related processes.
- **Grievances against a member of the student body**: Refers to any behaviour where the student feels that she/he has been wronged or treated inappropriately.
- **Discrimination and harassment from a student, staff or faculty member**: All racial, gender or any other forms of stereotypical behaviour is considered discriminatory under the conditions of this policy. Harassment in any form (verbal, physical, psychological, etc.) is inclusive of this policy. Regarding sexual harassment, the *Sexual Harassment Policy* must be consulted in conjunction with the *Student Complaints Policy*.

5.   STUDENT GRIEVANCE PROCEDURE

Stage One
When a student feels aggrieved, the student must first attempt to resolve the matter informally with the relevant parties.

Stage Two
- If the complaint is not satisfactorily resolved in stage one, the matter can be raised with the Deputy Dean of Student Development and Support or the Executive Dean.
- The student may request support or representation from the Student Representative Council (SRC).
- The Deputy Dean of Student Development and Support or the Executive Dean will either resolve the complaint or advise as to whether the student should continue following the formal complaints procedure and proceed to stage three.

Stage Three
If the complaint is not satisfactorily resolved in stage two, a formal complaint should then be lodged:
- The student completes a Complaints Form (available on the FUNDA platform) or obtained from the Faculty Officer.
- The form must be submitted to the Deputy Dean of Student Development and Support.
- The complaint is recorded and filed with the student's records.
- The case will be presented to the Faculty Management Committee or a relevant committee of the Senate.
- The committee gathers information regarding the situation and advises on the measures to be taken and the necessary parties that should be involved in resolving the complaint.

All complaints must be resolved through the above process. If there are any unresolved issues, then the student may refer these to the Department of Higher Education and Training (DHET).

6. RECOGNITION OF PRIOR LEARNING (RPL) & CREDIT ACCUMULATION AND TRANSFER (CAT)

RPL is rooted within the context of lifelong learning and the need to redress inequities of the past as it provides alternative routes of access to higher education. It is the process through which non-formal and/or informal learning is measured, evaluated and "translated" into their perceived formal equivalents for recognition across different contexts. RPL may be used to grant access to a programme, or advanced exemption from modules /credits constitutive of a particular qualification.

7. RECOGNITION OF PRIOR LEARNING (RPL)

Recognition of Prior learning (RPL) is the process through which the prior knowledge and skills of a person are recognized for the purposes of alternative access and/or credit. Prospective students may apply for admission via RPL to any programme at Cornerstone through the RPL & CAT Unit.

7.1. Procedures on RPL for Access

- Applicants are required to attend an **RPL & CAT Information Session**, designed to provide understanding of the RPL policies and procedures.
- Applicants then **complete an RPL-CAT application** online, inclusive of a short motivation statement.
- The RPL & CAT Unit in the Office of the Registrar **screens** the RPL applications and provides appropriate advice and/or referrals.
- Successful applicants attend a **Pre-selection workshop** where they complete pre-selection tests of academic literacy and numeracy.
- A **final selection** of candidates is made for the **Portfolio Development Course for Access (PDCA)** and/or the **Tests for Access and Placement (TAPs)**.
- The **PDCA** is delivered online with mentoring support. The course assists applicants to build a comprehensive **Learning Portfolio**.
- The Learning Portfolios are assessed by **RPL & CAT Assessment Panels** in each department, with the Head of Department acting as moderator.

7.2. Procedures on RPL for Exemption

- A formal letter applying to **challenge for exemption** based on RPL is submitted online after the student has attended an RPL & CAT Information Session, and/or been advised by an RPL specialist or relevant academic.
- Applications are reviewed by the RPL & CAT Unit to determine feasibility. If positive, applicants are steered in one of two directions:
  - First year undergraduate students may select to enrol for the (PEL) Portfolio of Experiential Learning Module (AD1-RPL1).
- Students who successfully complete this module, **consult with the module coordinator** and develop a Memorandum of Agreement (MoA) specifying what forms of evidence should be produced for assessment and whether any supplementary learning is required.

- RPL challenges for exemption are **assessed and then moderated** by the HOD and the RPL & CAT Committee.
- RPL cannot be used to grant an individual exemption from more than 50% of the credits required for any qualification.

8.   CREDIT ACCUMULATION AND TRANSFER (CAT)

CAT is used at Cornerstone to give students credit for comparable modules based on acceptable prior learning earned through formal education. Comparable transfer of credit may include knowledge and skills acquired in traditional higher education programmes, as well as professional and occupational qualifications acquired in the post-school education and training system.

A maximum of 50% of the credits of a completed qualification may be transferred to another qualification, provided that no more than 50% of the credits required for the other qualification are credits that have been used for a completed qualification. This principle seeks to protect the integrity of qualifications, by ensuring that the exception does not become the norm.

The recognition of credits for the purposes of transfer from one qualification to another is determined by the nature of the qualifications, the relationship between them, the nature, complexity, and extent of the curricula associated with the specific subjects to be recognised for exemption and/or inclusion and the nature of the assessment used. Recognition of credits for transfer is therefore determined by a range of factors and comparisons may be straight forward or highly complex.

8.1.   Procedures for Credit Transfer

- Requests for credit transfer must first be lodged online through the Automated Applications and Admissions System (AAS).
- Applicants complete a **CAT Request Form** and submit it together with necessary documentation.
- Applicants who meet the general criteria for CAT are invited to attend **a CAT information session**.
- CAT applications are **evaluated by a designated subject matter expert,** with the Head of Department and RPL & CAT Selection Committee giving final approval.

Applicants for RPL or CAT are entitled to appeal against decisions made.

9.   ACADEMIC INTEGRITY

Integrity is a core value at Cornerstone and should be reflected in every aspect of learning and teaching. Lecturers and students alike are expected to adhere to the highest standards of integrity in all their work as a reflection of this core value. Such integrity is the basis for mutual trust and open communication within the Cornerstone community and helps promote the excellence and high standards of quality education for which Cornerstone is known. Students are expected to demonstrate academic integrity in all their assignments and exams.

CI's *Academic Integrity Policy* requires students to give proper credit to sources used and to never represent someone else's work as their own. A violation of academic integrity can take several forms, the primary ones being cheating and plagiarism. Both of which will be treated with appropriate sanctions.

9.1.   Cheating

Cheating on an exam or assignment may take various forms:
- Using unauthorised material during an exam.
- Obtaining an advance copy of examination papers.
- Assisting another student in cheating.

Such violations of academic integrity are considered serious offences and will result in failure of the module.

Collusion is another form of cheating. Collusion is the unacknowledged use of material prepared by two or more people working together. Copying another student's work will result in a charge of collusion and action will be taken against both the copier and the person from whom he/she copied. Students are advised to be diligent in protecting their work from possible copying by others. Among other precautions, students should never save their work to computers designed for public access (i.e. computer lab computers) or share flash drives or laptops with others whom they do not know and trust.

9.2.   Plagiarism

Plagiarism is the taking of another person's thoughts, words, judgments, ideas etc., and presenting them as your own. Plagiarism is not only a form of cheating; it is theft and is a serious academic offense.

All allegations of plagiarism will be investigated and may result in action being taken against the wrongdoer. A charge of plagiarism, depending on the severity and/or recurrence, may result in a zero mark for the assignment or module, suspension or expulsion.

Students are reminded that all work they submit as part of the requirements for a module at Cornerstone must be expressed in their own words. Notes on plagiarism are printed in the *Academic Guidelines* and a Plagiarism Declaration is included with all module outlines. A resource like Turn-It-In helps to establish the extent of plagiarism by indicating the percentage of originality of a submitted assignment.

9.3.   Avoid Plagiarism

Students avoid plagiarism by referencing direct quotations, ideas, structures or diagrams from published and unpublished work in the proper form. Paraphrasing must also be acknowledged and referenced. Creators of images and audio-visual presentations must also be acknowledged. Students should take particular care when referencing their work and should always adhere to the Academic Guidelines.

9.4.   Avoid Incorrect Referencing

Generally, any incorrect referencing will result in an automatic deduction off the final mark of the assessment:

- 5% off 1st-year modules
- 10% off 2nd-year modules
- 15% off 3rd-year modules
- 20% off Honours-level modules

However, where and when appropriate, lecturers are encouraged to allow students to resubmit improperly referenced work <u>provided it has been submitted prior to the end of the final due date for the module.</u>

9.5.   Reference Use of Own Work

Students should take care in the use of their own work. Credit will generally only be given once for an assessment, although there may be times when it is appropriate for a student to build on previously submitted work in a subsequent assessment. Submitting the same piece of work (or significant part therefore) twice for assessment without referencing the original submission will be regarded as cheating.

9.6.   Procedures in the Case of Academic Dishonesty Sanctions

- The consequence of all violations of academic integrity is sanction in one form or another as deemed appropriate by the Executive Dean.
- Lecturers are to report all such violations to their Head of Department to ensure consistency and fairness of sanctions.
- When necessary, the Executive Dean will review the matter with the relevant department to confirm or amend the recommended sanction.
- In determining an appropriate response, the Executive Dean will consider several factors including:
    - The level of the student.
    - The nature and extent of the academic violation.
    - Evidence of negligence and/or a clear intent to deceive.
    - Any previous academic integrity violations by the student.

9.7.   Sanctions

- Possible sanctions include:
    - A lowering of the grade for the assessment.
    - A zero mark for the assessment.
    - A zero mark for the module and/or a disciplinary hearing.
    - A recurrence of plagiarism will result in a disciplinary hearing where the sanction may be suspension, expulsion, or a final warning that any further violations of academic integrity will result in automatic suspension or expulsion.
    - In all cases involving a serious violation of academic integrity, the Executive Dean will issue a warning letter to the student, which will become part of the student's permanent record.
- All sanctions have a dual purpose:
    - To flag any incidence of plagiarism and guide students through the process of learning from their mistakes.
    - Signal to students the seriousness of failing to credit the appropriate sourcesfor their writing and ideas.

10. ASSESSMENTS

At Cornerstone Assessment is understood to be one part of the entire learning process in which learner achievement is measured against a set of clearly defined criteria. A high premium is placed on quality assessment practices with prior establishment learning outcomes that are clearly communicated to students on module outlines.

CI's *Assessment Policy* is governed by principles of fairness, validity, reliability and practicability. These principles apply to all assessors, all assessment methods, all assessment instruments, all outcomes and to all students being assessed.

10.1. Principles of Assessment

Assessments are governed by the following principles:

- **Alignment**: There is a correspondence between the module description, module outcomes, teaching activities and assessment practices.
- **Validity**: The assessment measures the content, constructs, criteria etc., it is purported to measure.
- **Reliability**: The assessment mechanism produces stable and consistent results, ensuring that the measure of a students' performance is reliable and consistent from one student to another and from one grader to another.
- **Security**: The necessary procedures are in place to limit the possibilities of cheating and plagiarism. When cheating or plagiarism occurs, there are mechanisms in place to detect and deal with the offence.
- **Transparency**: Information about assessment is made available to students in a timely fashion.
- **Fairness**: Sensitivity to issues of language, cultural diversity and learning disabilities are displayed in assessments.

10.2. Types of Assessment

Students will encounter the following types of assessments in CI's teaching and learning environment:

- **Continuous assessment**: Students are assessed on an ongoing basis and in a variety of methods.
- **Integrated assessment**: Students demonstrate achievement of multiple outcomes within an assessment task.
- **Formative assessment**: Students engage in learning activities in which they are given feedback to become more effective in the learning process. Formative assessment can be both formal and informal.
- **Summative assessment**: Students are assessed to determine their knowledge-base and meaning-making as it relates to the outcomes intended for a module. This form of assessment is used to certify achievements in a module and to allocate grades.

10.3. Honour Pledge/Plagiarism Declaration

All assessments submitted by students which are not tests or examinations are required to include a signed Honour Pledge/Plagiarism Declaration. A copy of which is included in every module outline. Assessments submitted without an Honour Pledge will not be graded.

In all closed book assessments which are online tests or examinations the student must complete the set of Honour Pledge questions satisfactorily, otherwise the test or examination will not be marked.

11.   ASSESSMENTS AND FEEDBACK

- All assessments are to be graded and uploaded with constructive feedback (where applicable) onto FUNDA within two weeks of the assessment due date or submission date, whichever is later.
- The granting of an extension regarding an assessment due date must take this into consideration as extensions for some students should not jeopardize timely feedback to students who submit their assignments by the due date.
- All feedback must be given via FUNDA. This ensures that the Head of Departments and/or Faculty Officers can answer student queries about their marks, should the lecturer not be available.

12.   GRADES

12.1.   Re-Evaluation Examination (RE)

- Students who achieve a final grade from 45% to 49% for a module are given the opportunity to show their competence in the module by sitting an RE.
- The RE is a comprehensive final examination type assessment which measures all the stated outcomes in the module outline.
- The RE examination will take the form of a final examination type assessment and will be set within a reasonable time after the release of results to students.
- Students will be informed of their module grades and of the opportunity to sit for a re-examination.
- Students must pay for the RE before the exams unless students made prior arrangements with the Bursar.

12.2.   The Dean's Examination

- Final year students (only) who have one outstanding requirement (i.e. a failed module) for graduation will be given an opportunity to sit a Dean's Exam.
- It is a summative examination of learning material for the module.
- The examination will be written prior to graduation and the successful completion thereof will result in the student graduating.
- If the student is unsuccessful, then he/she will be required to re-enrol for the module at a later stage to fulfil the graduation requirements.

12.3.   Progression

- Students must complete 2/3 of the modules for the prior year before enrolling in modules for the following year.
- Students who have not met this requirement may only enrol in the prior year modules that they have not completed.
- Students must have completed all of their first-year modules prior to enrolling in any third-year modules.

13.   THE ACADEMIC ASSESSMENT APPEALS PROCESS

Students may submit academic appeals against assessments that are perceived as being unfair, invalid, unreliable, biased, or influenced by the inadequate expertise and experience of the assessor or partial to unethical practices.

The academic assessment appeals process comprises of <u>three (3) stages</u> each of which is to be completed within a specified period. At the end of each stage, there is an exit point to end the process, otherwise it continues to the next stage. There is an official **Academic Assessment Appeal Form**, which is available for completion from the <u>Faculty Officer.</u>

Stage One

In the case of a student disagreeing with the assessment grade given, she/he must explain the reason in writing to the Assessor by **completing stage one** of the Academic Appeals Form within five (5) working days after receiving the assessment decision.

Stage Two

- The appeals form is submitted to the Faculty Officer with the completion of the Assessor's rationale - within five (5) working days.
- The Faculty Officer will register the appeal.
- In the case of the student remaining dissatisfied she/he will notify the Faculty Officer, who in turn will forward the Academic Appeal Form and the assessment to the Internal Moderator for the module.
- The Internal Moderator will consider the assessment decision and the rationale of the Assessor, re-evaluate the assessment and **complete stage 2** of the Academic Appeal form. This must be returned to the Faculty Officer within five (5) working days.

Stage Three

- If the student continues to be dissatisfied with the process, then an investigatory panel consisting of faculty and chaired by the Executive Dean, or her/his nominee, will be formed.
- The assessment will be sent to an External Moderator for evaluation.
- The faculty on the panel will then consider the rational of the student, Assessor, Internal Moderator and External Moderator and decide based on the evidence received.
- The investigatory panel will **complete stage 3** of the Academic Appeal form based on these findings and the Executive Dean, or her/his nominee, will report the outcome to the student.
- If the student remains dissatisfied, then she/he has the right to appeal to the Council on Higher Education (CHE).

14.   MITIGATING CIRCUMSTANCES FOR ALTERNATE DEADLINES TO ASSESSMENTS

- A student may request an alternate deadline for an assessment due to illness, serious personal problems, bereavement or any other good cause. Such requests may be granted at the discretion of the faculty.
- Students who wish to request an alternate deadline must submit the relevant completed **Extension Request Form** to the lecturer of the module seven (7) days before the examination or the deadline for submission of the assessment.

- The lecturer must submit the request to the Head of Department.
- In exercising discretion, the Department must be satisfied that the illness, serious personal problem, bereavement or other good cause would render the student unfit to enter the examination or complete the assessment by the deadline.

14.1. Retrospective Extension

- In some cases, a student may be granted a retrospective extension at the discretion of the Department, if she/he can provide evidence of illness or other good cause.
- In exercising discretion, the Department must be satisfied that the illness or other good cause rendered the student unfit to enter the examination or to complete and submit the assessed work by the deadline.
- The Department must be satisfied that the student was unable to request an extension to a deadline within the expected seven (7) days' notice period.

14.2. Conditions Met

Where the Department is satisfied that the conditions for an alternate deadline or retrospective extensions have been met, a new submission or examination date will be set.