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The South African College of Applied Psychology (Pty) Ltd

The South African College of Applied Psychology (Proprietary) Limited is certified as incorporated under the Companies Act, 1973, (Act 61 of 1973) as a company having a share capital.

Company Registration number: 2003/019020/07

The South African College of Applied Psychology (Pty) Ltd is registered with the Department of Higher Education and Training as a private higher education institution in terms of section 54 (1) (c) under the Higher Education Act, 1997 (Act 101 of 1997), and regulation 16 (4) (a) of the regulations for the registration of Private Higher Education Institutions, 2002.

Registration Certificate Number: 2005/HE07/001.

Contact Details for Head Office and Additional Campus Site

General Contact Details
Share Call: 0860 77 11 11
Email: info@sacap.edu.za
Website: www.sacap.edu.za

Head Office: Cape Town Campus
1st Floor Sunclare Building
21 Dreyer Street
Claremont
7708
Switchboard: 021 671 7692
Fax: 021 671 7955

Johannesburg Campus
1st Floor 1 Sixty Jan Smuts
160 Jan Smuts Avenue
Rosebank
2196
Switchboard: 011 447 4939
Fax: 011 447 0021
Mission Statement

SACAP’s Purpose

South African society is dislocated and traumatised across the socio-economic spectrum, at both an individual and a community level. Necessary healing can only meaningfully take place through the intervention of skilled, experienced and professional Counsellors, Facilitators, and Coaches.

Trained practitioners bring positive individual and communal transformation. They are, however, in short supply. SACAP is therefore dedicated to the training and development of such practitioners through the provision of leading, accredited, high quality educational programmes and qualifications.

SACAP’s educational philosophy places a heavy emphasis on the application of practical skills. This is in contrast to the skills gap that exists in most educational models in the field of psychology. Therefore, whilst our curriculum is founded on robust and established theory, it always seeks to apply this theory in real world settings through skills training, case studies, role play and practical assignments. Our supervised Practicum and Fieldwork component ensures that our graduates have the necessary experience to apply their training with confidence, and by partnering with over 100 fieldwork placement centres, SACAP’s programmes are enabling a meaningful and positive social impact in and of themselves.

Academically, our educators are acknowledged as leading professionals in their fields of expertise and students therefore gain from the wealth of experience and skill that our educators are able to bring to the teaching and learning environment.

Studying at SACAP is both an experience and a journey. Our interactive and intimate classroom environment ensures that personal growth and transformation is not only quantitative but also qualitative.

SACAP is a much needed authoritative voice and benchmark in the field of Applied Psychology. SACAP accepts the mantle of leadership in its field by assuming responsibility for informing, influencing and lobbying on behalf of Applied Psychology practitioners in various spheres of national decision making and policy.

We are inspired by a vision of an empowered and healed society. SACAP contributes significantly to the fulfilment of this vision by empowering our students to empower others. In this way SACAP plays a critical and positive role within South African communities and our society at large.
### Directors and Senior Management

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Qualification/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marc Feitelberg</td>
<td>Founder and Non-Executive Director</td>
<td>M.A. (Clinical Psychology)</td>
</tr>
<tr>
<td>Dr. Ashley Smyth</td>
<td>Academic Dean</td>
<td>B.Ed. (Hons); M.Ed. (Educational Psychology); D.Ed.</td>
</tr>
<tr>
<td>Andrew Saville</td>
<td>Financial Manager</td>
<td>B.Comm. (Hons)</td>
</tr>
<tr>
<td>Zerina Royeppen</td>
<td>Principal</td>
<td>B.Soc.Sc. (Social Work)</td>
</tr>
</tbody>
</table>
## Part-time Academic Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Highest Qualification/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams, Thabile</td>
<td>M.A. (Counselling Psych)</td>
</tr>
<tr>
<td>Becker, Joanne</td>
<td>M.A. (Clinical Psych)</td>
</tr>
<tr>
<td>Beets, Karolyne</td>
<td>PGCE; M.Com. (Organisational Psych)</td>
</tr>
<tr>
<td>Belling, Noa</td>
<td>M.A. (Psych)</td>
</tr>
<tr>
<td>Bremridge, Carey</td>
<td>M.A. (Clinical Psychology)</td>
</tr>
<tr>
<td>Davidson, Gillian</td>
<td>B.Soc.Sc.Hons.</td>
</tr>
<tr>
<td>Dovey, Valerie</td>
<td>B.A.Hons. (Sociology)</td>
</tr>
<tr>
<td>Epstein, Tamarin</td>
<td>M.A. (Educational Psychology)</td>
</tr>
<tr>
<td>Falcov, Ann</td>
<td>M.A. (Counselling Psychology)</td>
</tr>
<tr>
<td>Fisher, Laura</td>
<td>M.A. (Psychology)</td>
</tr>
<tr>
<td>Germanos, Venise</td>
<td>M.A. (Counselling Psychology)</td>
</tr>
<tr>
<td>Hille, Christina</td>
<td>M.A. (Sociology, Economics), M.Sc. (Coaching)</td>
</tr>
<tr>
<td>Inggs, Cheryl</td>
<td>M.A. (Clinical Psychology)</td>
</tr>
<tr>
<td>Isaacs, Dr. Gordon</td>
<td>M.Soc.Sc., Ph.D. (Social Work)</td>
</tr>
<tr>
<td>Joubert, Wickus</td>
<td>M.A. (Counselling Psychology)</td>
</tr>
<tr>
<td>Kowen, Danielle</td>
<td>M.A. (Research Psychology)</td>
</tr>
<tr>
<td>Kriegler, Dr. Susan</td>
<td>M.A. (Educational Psychology)</td>
</tr>
<tr>
<td>Lipshitz, Marc</td>
<td>M.A. (Clinical Psychology)</td>
</tr>
<tr>
<td>Lord, Trisha</td>
<td>B.A. (English; Drama)</td>
</tr>
<tr>
<td>MacLeod, Samantha</td>
<td>M.A. (Clinical Psychology); M.B.A.</td>
</tr>
<tr>
<td>Marcus, Lisa</td>
<td>B.Soc.Sc. (Social Work)</td>
</tr>
<tr>
<td>Melnick, Melissa</td>
<td>M.A. (Clinical Psychology)</td>
</tr>
<tr>
<td>Moolman, Sean</td>
<td>M.A. (Clinical Psychology)</td>
</tr>
<tr>
<td>Musikanth, Carol</td>
<td>B.A.Hons. (Psychology); M.A. (Psychology) currently completing</td>
</tr>
<tr>
<td>Pillay, Noleen</td>
<td>M.A. (Research Psychology)</td>
</tr>
<tr>
<td>Ross, Jason</td>
<td>M.A. (Counselling Psychology)</td>
</tr>
<tr>
<td>Schutte, Enid</td>
<td>M.A. (Research Psychology)</td>
</tr>
<tr>
<td>Scott, Michelle</td>
<td>M.A. (Counselling Psychology)</td>
</tr>
<tr>
<td>Scott, Robin</td>
<td>M.A. (Clinical &amp; Community Psychology)</td>
</tr>
<tr>
<td>Silove, Dr. Melanie</td>
<td>M.Sc. (Applied Social Science); Ph.D. (Psychotherapy)</td>
</tr>
<tr>
<td>Smit, Helene</td>
<td>B.A. (English, Psychology, Maths); Post. Grad. Dip. (Ed.); MBA.</td>
</tr>
<tr>
<td>Stillerman, Leanne</td>
<td>M.A. (Clinical Psychology)</td>
</tr>
<tr>
<td>Taylor, Janine</td>
<td>M.A. (Counselling Psychology)</td>
</tr>
<tr>
<td>van der Merwe, Dr. Ilze</td>
<td>M.A. (Psychology); M.A. (Counselling Psychology); D.Litt.et Phil</td>
</tr>
<tr>
<td>van der Want, David</td>
<td>M.A. (Clinical Psychology)</td>
</tr>
<tr>
<td>Voges, Claire</td>
<td>B.Soc.Sc.Hons. (Social Work)</td>
</tr>
</tbody>
</table>
Admission Requirements and Procedures

1. Academic Programme Rules

Unless otherwise permitted, students will be required to successfully complete a programme in the specified minimum and maximum periods for a particular programme as indicated in the table below:

<table>
<thead>
<tr>
<th>Programme</th>
<th>Minimum Period</th>
<th>Maximum Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Counselling and Communication</td>
<td>2 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Graduate Diploma in Counselling</td>
<td>2 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Bachelor of Psychology</td>
<td>4 years</td>
<td>9 years</td>
</tr>
<tr>
<td>Higher Certificate in Counselling &amp; Communication Skills</td>
<td>1 year</td>
<td>3 years</td>
</tr>
<tr>
<td>Advanced Certificate in Counselling &amp; Communication Skills</td>
<td>1 year</td>
<td>3 years</td>
</tr>
</tbody>
</table>

2. Admission

Academic progression starts with meeting the entry requirements for the qualification concerned provided that in exceptional cases students can be admitted conditionally.

The minimum entry requirements for The South African College of Applied Psychology (SACAP) academic programmes are as follows:

Diploma in Counselling and Communication / Graduate Diploma in Counselling

- National Senior Certificate with a minimum of 30% in English. This is coupled with an achievement rating of 3 (Moderate Achievement, 40 - 49%) in four designated subjects (excluding Life Orientation).
  
  or

- A Senior Certificate with higher and/or standard grade subjects or an equivalent school leaving certificate.
  
  or

- 24 years or older, with no school qualification, and at least three (3) years’ work experience and proven ability relating to the proposed programme.

Bachelor of Psychology

- National Senior Certificate with a minimum of 30% in English. This is coupled with an achievement rating of 4 (Adequate Achievement, 50 – 59%) in four designated subjects (excluding Life Orientation).
  
  or

- A Senior Certificate with endorsement or equivalent with complete or conditional exemption.
  
  or

- A Senior Certificate (passed at least four (4) subjects on Higher Grade and/or Standard Grade) with conditional exemption on the grounds of mature age (24 years and older).
  
  or

- 40 years of age without any school qualifications.
Higher Certificate in Counselling and Communication Skills

- A National Senior Certificate with a minimum of 30% in English.
  
or
- A Senior Certificate with higher and/or standard grade subjects or an equivalent school leaving certificate.
  
or
- 24 years or older, with no school qualification, and at least three (3) years’ work experience and proven ability relating to the proposed programme.

Advanced Certificate in Counselling and Communication Skills

- A Higher Certificate or equivalent NQF level 5 qualification in an appropriate field.
  
or
- Applicants with a qualification at the same NQF level (NQF 6) or above also meet the entrance requirements.
  
or
- A Senior Certificate with higher and/or standard grade subjects or an equivalent school leaving certificate and 24 years or older with at least three (3) years’ work experience.
  
or
- 40 years of age without any school qualifications.

Admissions for Foreign Students

Non-South African Citizens have to have a valid study permit to be admitted; valid in terms of both the time period for the duration of study and the name of the institution. Admission entails an assessment of the applicants (foreign) qualification(s) to determine whether s/he meets the entry requirements for the programme. The South African Qualifications Authority (SAQA) should validate foreign qualifications.

3. Credit Transfer and Recognition of Prior Learning

It is always the student’s decision whether to access the College’s Recognition of Prior Learning (RPL) services. Candidates applying for Credit Transfer (CT) and/or RPL must bear in mind the higher education rule that no more than 50% of the credits may be achieved for a qualification through credit accumulation and transfer and/or recognition of prior learning. Candidates for assessment within an accredited programme are assumed to have applied for assessment services by enrolling in the programme unless they indicate otherwise on the registration form.

Credit Transfer:

Credit Transfer (CT) is the process whereby credits obtained at one institution may be recognised by another, or the same, as meeting part of the requirements for a qualification. CT applies to qualifications no older than 5 years at the time of first registration with SACAP.

Recognition of Prior Learning:

The Recognition of Prior Learning (RPL) is the process that gives due recognition to the life-long learning of an individual gained through formal and/or informal training, work experience, general life experience, or through any combination of the above. RPL is applied where an applicant provides certified evidence that previous learning is equivalent to the learning outcomes of a module of study.

The Process of RPL involves a fair and equitable assessment of the applicant’s prior knowledge and skill in the field for which RPL is being sought. SACAP may offer a successful applicant with a credit of up to 50% of the credit value of a qualification. The applicant will need to provide certified evidence.
of, or demonstrate his or her level of current competency in, the particular specialty for which credit or advanced standing is being sought. Evidence usually takes the form of a portfolio of documents which detail the equivalent study, work or life experience for which credit is being sought. As the majority of College courses involve counselling and communication competencies, an applicant may be required to submit a videotaped role-play demonstration of his or her competencies and/or attend a special assessment interview with a qualified RPL Assessor.

CT/RPL Application Process:

- Students requesting Credit transfer or Recognition of Prior Learning are to complete the CT/RPL Application Form and submit it together with their R250 Application Fee and portfolio of evidence (university transcript/s; certificates; curriculum vitae; reference letter/s; motivational letter, etc.) to the Registrar’s Office.
- Applications will be assessed by the Academic Review Committee (ARM), and will be informed accordingly of the outcome thereafter.
- Those applications that are deemed successful will be charged a further CT/RPL fee based on the particular programme being registered for. The CT/RPL fee differs from programme to programme. In these instances the R250 Application Fee will be absorbed into the CT/RPL fee.

The Portfolio of Evidence

The Portfolio contains evidence to support the application for credit transfer/ recognition of prior learning in the identified modules. The Portfolio details all relevant information (dates, duration of course/s, transcript/s, names of Institutions, etc.) in which formal and informal learning occurred. This is to be presented in a logical and structured way. It is important to recognise that as Miller (1994, p.9) states:

“Experience should be taken to be an input while learning should be regarded as an outcome. Experience by itself therefore does not promote learning. It is through reflection upon that experience that learning occurs.”

An applicant will therefore need to carefully detail the learning that has occurred through their experience and develop a portfolio containing the following documents:

- In the case of RPL an Application Letter or Statement requesting RPL for the specific Module/s is required. This letter or statement should also contain an autobiographical narrative describing and detailing what the applicant has learnt from their life/work experiences and how this experience equates to the learning outcomes of the module/s for which they are applying for RPL.
- A Resume of the applicant’s educational, employment, personal and professional development and community-based and/or organisational work experiences.
- Photocopies of relevant University or College Transcripts, Certificates or other relevant documents, job descriptions, and/or letters from employers demonstrating prior learning and current competencies. Any other relevant documentation to validate RPL or credit in the specific Module/s would also assist the applicant’s case.
- Please Note: Certain modules may require the completion of an assessment, or video or audio recording (of approximately half an hour) to demonstrate relevant competencies. In the case of a video recording, applicants may make use of the College recording facilities.
Portfolio Assessment and Interview

Once the portfolio is submitted, the Registrar will bring it to the next Academic Review Meeting (ARM) for assessment. Depending on the evidence provided and the comprehensiveness of the Portfolio submitted the applicant may be asked to attend an interview in person or when not possible, conducted by phone.

In the interview the applicant will be required to demonstrate an appropriate level of competency in both the theory and the practice of the Module/s for which RPL or CT is being sought.

Notification and Appeals Procedure

The CT/RPL application process and assessment can take up to 4 weeks to complete. The applicant will be notified regarding the interview process once the Portfolio has been assessed and a decision reached regarding Credit Transfer/Recognition of Prior Learning.

CT/RPL will be granted or not granted. The applicant will be notified by email and/or post of the application assessment outcome.

If the application is unsuccessful, the applicant will have fourteen (14) days to appeal in writing to the Academic Dean. The applicant will be notified by letter of the outcome of the Appeals Process decision. This decision will then be final.

Those applications that are deemed successful will be charged a CT/RPL fee based on the particular programme being registered for. This CT/RPL fee differs from programme to programme. In these instances the R250 Application Fee will be absorbed into the CT/RPL fee.
**Language Policy**

English is the primary language of instruction at the South African College of Applied Psychology (SACAP).

The minimum entrance requirement for SACAP’s English Proficiency is a National Senior Certificate with a minimum of 30% in English.

As SACAP’s approach to learning is highly interactive and experiential, it is recommended that students have a solid grasp of both written and spoken English.

Students whose first language is not English may be required to complete the English Language Proficiency Assessment to gauge competency.

**Mode of Instruction**

SACAP’s primary mode of instruction is contact learning, i.e. face-to-face learning on campus.

SACAP’s classes remain relatively small with a maximum class size of 20 students. This enables students to work through the module content with the educator in interactive hands-on sessions. The teaching methods include lecturers, presentations, experiential activities and exercises, discussions, and the sharing of ideas with fellow students. It is a dynamic, supportive, and caring environment. In addition, participants are required to undertake module assessments, reading, as well as conduct research outside of class time.

Benefits of contact learning:

- Immediate interaction and support from fellow students and educators.
- Interactive group learning.
- Highly experiential and dynamic.
- Variety of input from a diverse range of classmates.
Registered Programmes

The South African College of Applied Psychology (Pty) Ltd is registered as a private higher education institution in terms of section 54(1)(c) of the Higher Education Act, 1997 (Act No 101 of 1997), and Regulation 16(4)(a) of the Regulations for the Registration of Private Higher Education Institutions, 2002, to offer its approved programmes at the following sites of delivery:

a) Cape Town: 1st Floor, Sunclare Building, 21 Dreyer Street, Claremont, 7708.
b) Johannesburg: 1st Floor, 1 Sixty Jan Smuts, 160 Jan Smuts Avenue, Rosebank, 2196.

The South African College of Applied Psychology (Pty) Ltd is registered to offer the following programmes:

a) Diploma in Counselling and Communication [A, B]
b) Graduate Diploma in Counselling [A, B]
c) Bachelor of Psychology [A, B]
d) Higher Certificate in Counselling and Communication Skills [A, B]
e) Advanced Certificate in Counselling and Communication Skills [A, B]

which are approved by the Registrar in terms of section 53(1)(b) of the Act and Regulation 22(c) until 31 December 2014.

Accreditation Status of each Registered Programme

Full Accreditation

The South African College of Applied Psychology (Pty) Ltd has received full accreditation from the Council on Higher Education (CHE) with effect from the 20th March 2009 to offer the following qualifications:

- Diploma in Counselling and Communication (Contact), (NQF 6, 240 credits).
- Graduate Diploma in Counselling (Contact), (NQF 6, 240 credits).

Provisional Accreditation

The South African College of Applied Psychology (SACAP) has been provisionally accredited by the Council on Higher Education (CHE) with effect from the 31st January 2012 to offer the following qualifications:

- Bachelor of Psychology (Contact), (NQF 8, 480 credits).
- Higher Certificate in Counselling and Communication Skills (Contact), (NQF 5, 120 credits)
- Advanced Certificate in Counselling and Communication Skills (Contact), (NQF 6, 120 credits)

Approved Sites of Delivery

The South African College of Applied Psychology (SACAP) has been accredited by the Council on Higher Education (CHE) with effect from the 31st January 2012 to offer all of its fully accredited and provisionally accredited qualifications at the following sites of delivery:

c) Cape Town: 1st Floor, Sunclare Building, 21 Dreyer Street, Claremont, 7708.
d) Johannesburg: 1st Floor, 1 Sixty Jan Smuts, 160 Jan Smuts Avenue, Rosebank, 2196.
Assessment, Academic Credit Accumulation, Progression, and Certification

1. Assessment

Range of Assessments
SACAP employs a variety of tests, assignments, projects, and case studies. Assessment processes in line with present SACAP policy are as follows:

Continuous Assessment
All assessment processes for all modules are continuous in nature. Assessment is regular, recurring and formative, and in line with an outcomes-based educational approach and training (OBET). In general, students are assessed on an on-going basis and in a variety of methods.

Integrated Assessment
An integrated assessment process is utilised in certain modules of SACAP’s programmes, in which a number of outcomes are assessed together, e.g. the Fieldwork module. In the case of an integrated assessment, the student must demonstrate an achievement of multiple outcomes within the assessment task.

Formative assessment
Formative assessment is an integral part of the SACAP’s programme design, and exemplifies one of the strengths of the teaching and learning approach at SACAP. Students engage in learning activities in which they are given feedback in the learning process in order to become more effective, for example role-play activities. For all modules within the SACAP’s programmes, formative assessment measures can be both formal and informal.

Summative assessment
Summative assessments are used to reflect achievements in a given module and to allocate grades to the student. All summative assessments, except examinations, have a formative function, i.e. to help the student to monitor their academic progress throughout the course of SACAP’s programmes. Final summative assessments should endeavour to be both integrative (i.e. integrating theory and application) and comprehensive.

Module Assessment
There are two possible ways of assessing a module. Continuous assessment with a strong formative focus should count toward no less than 60% and no more than 70% of the overall grade. The overall grade given to a student should also incorporate a final assessment that counts no more than 40% and no less than 30% of the grade. Two to three assessments (including the final assessment) should generally be used to make up the overall grade.

Confirmation of Results
The Confirmation of Results meeting is managed by SACAP’s Registrar.

The process for Confirmation of Results is as follows:

- Once all assessments have been handed in at the end of a given trimester on each campus, a Confirmation of Results meeting is held to review student grades and causes for possible adjustment of grades.
- Educators are expected to participate in the Confirmation of Results process.
• Student grades will only be released once the internal moderation processes have been completed and Moderation of Grades have taken place.
• The Academic Dean’s office will ensure any necessary changes are made prior to the releasing of all grades for both campuses.

Internal and External Moderation

Internal and External Moderation takes place for all modules of SACAP’s programme offerings.

External moderation:
External moderators are appointed nationally and can moderate assessments from either campus. External moderators are appointed by the Academic Dean on the basis of qualification, moderation training and/or experience, credibility among assessors within their area of knowledge and expertise and an understanding of assessment standards at other institutions. Only exit level modules are externally moderated.

Internal Moderation:
Internal moderation is campus specific. Internal moderators are generally educators appointed to each campus, who will moderate the assessments of their peers. Internal moderation will take place at the end of each trimester.

Processes for Internal and External Moderation are as follows:

Actions of the Internal and External Moderator:
• To check the quality and integrity of the grading process
• Re-grade a % of the module papers:
  o Double-check the grade sheet and reports on any inconsistencies.
  o Check for fairness and consistency in grading.

Function of Moderation:
• Looks at:
  o Preparation of a module – checks appropriate workload, readings, etc.
  o Formative Assessment: ongoing assessment for the duration of the module.
  o Summative Assessment: the culmination of the module.
  o Confirmation of results: grade schedule – checks inconsistencies, trends of high or low grading, struggling students, etc.
• 15-20% of module papers get moderated = 2 or 3 papers out of 16.

Selection of Moderators
• Internal moderation:
  o Use current trainers as moderators.
  o Moderate every single module running per trimester.
• External moderation:
  o Use external person as moderator.
  o Moderate exit level modules only.

General Advice:
• Assign moderator to a module when devising trimester timetable.
• Write moderation duty into educator contracts so that it becomes a standard expectation of work.
• Look at universities for external moderators to be used for the moderation process.
• Keep the CVs of all moderators on record and update these annually.
Moderation results are summarized in the form of Moderation reports that present an overall review of all modules in a given trimester. The Academic Dean provides a report to the QA Committee that meets once a trimester to review the outcome of the Moderation process. The focus of both Internal and External Moderation procedures is to maintain academic standards and to improve the quality of the teaching and learning environment with educators.

2. Academic Credit Accumulation

SACAP has adopted a ‘nested approach’ to achievement of qualifications which assumes that students must undertake a certain number of core modules with more generic outcomes prior to undertaking modules with more specific outcomes specifically in order to achieve the requisite 240 credits that makes up the Diploma qualification.

3. Rules of Progression

In order to graduate students are required to complete the prescribed modules including all pre-requisites, assessments, and attendance requirements within the prescribed maximum period of study and students are required to have met any conditions associated with their initial registration.

Exemption from registration for some modules in a qualification can be achieved in terms of prescribed credit accumulation and transfer rules and/or recognition of prior learning.

A pass mark for a module is achieved by a weighted average of 50% being achieved.

Students cannot carry an incomplete core module beyond one academic year.

Where a programme is more than one academic year (or equivalent for p/t students) students cannot continue into a final year of a given programme until they have completed all core modules.

4. Certification

All certification arrangements for SACAP’s qualifications on both the Cape Town and Johannesburg campuses are taken care of centrally by the Registrar’s Office in Cape Town. Every effort is made to ensure confidentiality and to reduce the risk of forgery.

Procedure:

The graduation Certificate contains the following:

- Student’s identity number;
- Student number;
- Certificate number;
- SACAP’s name;
- Programme name;
- Date Issued;
- Registrar’s signature;
- Academic Dean’s signature;
- Footer - Registration and Accreditation status.

i. The above information comes from the Student Database, to which only the Graduating Committee, Registrar, and Academic Dean have access.

ii. An embossed sticker of the SACAP logo is attached to each certificate. The selected printing firm/graphic designer alone uses the embossing machine by permission of SACAP.

iii. The academic record of each graduate is checked two months before graduation.
iv. The blank certificates are ordered six weeks before the date of graduation.

v. The documents with the Certificate design and student information are merged four weeks before graduation.

vi. The Certificates are printed two weeks before graduation.

vii. The academic details of each student are checked once the final grades have been moderated, i.e. two weeks before graduation. If a student fails, the graduation certificate is not printed.

viii. The Certificates are taken by the Academic Dean on the day of graduation.

ix. Once the Certificates are printed, they are kept in a locked filing cabinet in the Academic Dean’s office until graduation.

x. Only the required number of Certificates is printed.

xi. At graduation, the Registrar and the Academic Dean present the Certificates and ensure that the correct graduate receives his/her Certificate.

xii. A certified copy of the transcript is kept in the student file in the safe at SACAP.

**Extent of Implementation:**

A student who has completed the required amount of modules and credits to be awarded a qualification and who has settled his/her student account is eligible to graduate.

**Monitoring and Oversight Arrangements:**

- The Registrar ensures the accuracy of the student details.
- Once the Certificate is complete, the Registrar checks it against the database to ensure accuracy of details.
- The Registrar uses the student's study record, electronic and hard copy, to ensure that the correct number of credits has been earned.
- This policy falls under the office of the Academic Dean, and as such, assures the quality of certification.

**Evaluation and Follow-up Arrangements:**

The Quality Assurance Committee (QAC) evaluates the Certification policy and recommends changes or improvements.

**Timeframes:**

- The Graduation Committee chaired by the Academic Dean, reviews the graduation ceremony and procedures during the month following the graduation. Any policy recommendation then goes to Governance.
- Governance reviews all policies at an annual Policy Review meeting
Withdrawals and Refunds

Withdrawal
Withdrawal refers to the termination of a student’s enrolment. Any SACAP student who wishes to permanently discontinue their studies with the College must complete a Withdrawal of Study Form and submit it to the Registrar’s Office for processing.

Refund of Fees

- Fees will be refunded at the rate of 100% for module(s) not commenced if written notification is received prior to commencement of the module(s).
- Withdrawal within one (1) to three (3) weeks of the module’s commencement 75% of the full module fee will be refunded.
- Withdrawal requested in over three weeks of the module’s commencement will be liable for the full module fee, i.e. no refund will be granted, unless mitigating circumstances warrant full refund.

International Students

In the instance an international student withdraws from their programme of study, the Registrar is obliged to notify the Department of Home Affairs of the withdrawal and provide the following details:

- Reasons for withdrawal
- Date enrolment was withdrawn
- Any other relevant details as necessary
Student Financial Aid and Bursary Policy

The South African College of Applied Psychology (SACAP) will provide support for a limited number of prospective students from low income families and/or previously disadvantaged backgrounds first entering higher education.

Applicant Eligibility

All full-time students who submit an application for income-assessed student support where assessed household income is R60,000.00 per annum or less may be eligible to receive a SACAP bursary.

Eligible full-time students may receive a bursary based upon the following minimum entrance requirements:

- A National Senior Certificate with a minimum of 30% in English.
  
or
- A Senior Certificate with higher and/or standard grade subjects or an equivalent school leaving certificate.
  
or
- 24 years or older, with no school qualification, and at least three (3) years’ work experience and proven ability relating to the proposed programme.

Student Responsibilities and requirements

- Bursary applications should be submitted by no later than 10th December of the year preceding the chosen year of study.

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

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

- Should a bursary student fail a module they will be required to pay for the repeated module.

- In the case of the Diploma qualification with a Coaching specialisation, the bursary student is responsible for the cost of Coaching Fieldwork supervision sessions.

Bursary Provisions

- A certified financial statement could be requested of the bursary applicant to verify his/her financial status.

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

- A full bursary will cover all tuition and study materials excluding prescribed textbooks.

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

- Should the bursary student’s family household or personal income status change, the student’s entitlement to a bursary may also change. Bursary students are required to inform the College of such changes to their financial status.

- The bursary does not cover student accommodation, living, or travel expenses.
Bursary Student Withdrawal
SACAP’s Withdrawal Policy applies.
Bursary students must notify the Registrar’s Office that they wish to withdraw.
Bursary students are not entitled to any payments of the remainder of the bursary value should they leave their studies.

Student Code of Conduct
SACAP’s Student Code of Conduct applies.
Should it come to SACAP’s attention that the student has fraudulently applied for financial assistance/bursary; the student will be held liable for any study costs incurred to date.
Contravention of the Student Code of Conduct could result in the immediate withdrawal of SACAP’s bursary support.

Bursary Student Extension of Study Period
SACAP’s Extension Policy applies.
The bursary will be put on hold for the duration of the study break and will be re-evaluated on the student’s return to SACAP.
Students supported by external organisations/intuitions/private parties are not eligible for support through this bursary scheme.
Student Support Services

Academic and Personal Counselling

Students may experience difficulties during the course of their studies for a variety of reasons. These could include, but are not limited to, academic difficulties; the curriculum material triggering personal reactions; a clash with the educator style or approach to teaching; life experiences prior to the course and life experiences during and throughout the course. To ensure that students experiencing difficulties do not adversely affect the learning environment, the following support options are provided:

Students may receive academic counselling from Educators, Registrar, or student counsellor. The student’s educator is primarily responsible for monitoring the student’s progress in a module and will intervene to provide counselling or support as appropriate. Where and when necessary, the educator will refer the student to the Registrar, or student counsellor.

Students who show emotional distress may be referred the Registrar or the student counsellor for appropriate referrals. Where necessary the Educator, or the Registrar will assist the student to access external professional assistance.

The College strives at all times to provide students with support options to maximise their learning and personal growth. However, when student experiences difficulties that impede his or her learning or that of others, the College may need to review with the student their ongoing study options.

Study Materials and Study Resources

1. Module Study Materials

Each module has its own pack of study materials which include the following:

- The module outline
- Student supportive guide
- Prescribed readings/articles
- Assessment instructions

Students are encouraged to purchase the module textbook/s (if applicable). The module educator may provide students with additional reading and learning materials throughout the duration of the module. The educator may also facilitate a variety of experiential activities to reinforce learning such as role-plays, simulations, small group work, presentations, and audio-visual work.

2. MySACAP – Online Learning Management System

For each module studied, students receive their study materials online via MySACAP, SACAP’s online learning management system (LMS), which enhances the classic classroom time and experience.

MySACAP utilises the LMS called Moodle (Modular Object-Oriented Dynamic Learning Environment). Registered students receive a unique login to their own workspace online with access to each of the modules they are registered for in a given term.

MySACAP offers students and educators tools to effectively manage the administration of their modules. As all study materials are available online through MySACAP the student has far more control in how they manage and utilise their study material. Students can save the study material to their PC/Laptop/Tablet hard-drive to read directly from, or to print out.
The MySACAP online workspace includes a calendar to remind students of important dates, i.e. assignment due dates. There is also a section for news and announcements to streamline communication between the College, students, and educators.

Using MySACAP, students also have the ability to submit their assignments online. Educators can mark assignments online, and also provide students with feedback online.

MySACAP serves as a resource sharing and collaborative learning tool. Educators can provide students with additional resources for their learning experience such as additional recommended reading or links to websites and YouTube videos. As a collaborative learning tool it has an online discussion forum where students can post questions to their educators or to their fellow students.

**Library and Resource Centre**

The SACAP College Library and Resource Centre is open to any student who wishes to use resources inside the library. Almost all materials are available on open shelves for self-retrieval. Selected materials are kept in the Reference section of the library and are not for loan.

The Library is a comfortable, user-friendly place where students are able to find information and study profitably. There is a librarian on duty at all times during the day.

**SACAP Library Facilities include:**

- General books: available for loan to students for 1 week or less.
- Reference books: available for use in the library only to students during operational library hours.
- Textbooks: available for use in the library only to students during operational library hours.
- Journals: available for use in the library only to students during operational library hours.
- Computer terminals: available to students via booking for 1 hour per session during operational library hours.
- Photocopier: available to students during operational library hours.
- Study area: available to students during operational library hours.

**Student Campus Facilities**

Both of SACAP’s campuses provide the following facilities:

- Data projectors and computers are installed in each of the lecture rooms;
- Cape Town campus has 3 interview/consultation rooms available for student use;
- Johannesburg campus has 2 interview/consultation rooms available for student use;
- DVD players/recorders and Audio-Visual facilities are available for student role-plays and other recordings in each of the interview/consultation rooms;
- Each campus is fully air-conditioned;
- Each campus has a designated server room specially designed to host the computer server for the management of all stored data;
- Each campus has Wi-Fi facilities available for all students and educators;
- Each campus has at least 3 computer work stations in the library available for student use.
Each campus has a fully stocked library with all the relevant required and recommended readings for all of the modules making up the various programmes offered by SACAP as well as an extended offering of special interest texts and journals in the field of Applied Psychology and Applied Social Science.

**Computer, Internet, and Photocopier Facilities:**

Each library, at each of the campuses has a minimum of 3 desktops in the library exclusively for the use of students. Students can access online journals such as *Ebscohost* and *JStor* for the purpose of research and reference in aid of their coursework or programme of study.

SACAP offers a wireless internet facility for students who wish to access the internet from their own electronic devices. This is held on a separate network from the SACAP staff network and server. Each library has a copier and print facility which operates on a pay-as-you-go system. The photocopier is for students who wish to print in hardcopy from the desktops provided or copy of reference texts in the library.

**Interview and Lecture Rooms:**

The Cape Town campus has 5 lecture rooms and the Johannesburg campus has 3 lecture rooms. Each of the lecture rooms are fully equipped with Audio-Visual Equipment and are connected to the internet.

The Cape Town campus also has 3 interview rooms for role plays to be done which are fully equipped with the necessary Audio Visual equipment to facilitate these processes. The Johannesburg campus has an identical setup with 2 interview rooms.
Student Code of Conduct

The South African College of Applied Psychology (SACAP) provides a secure and supportive environment for teaching and learning in which students are stimulated to reach a high level of academic achievement. The College is committed to high standards of professional and ethical conduct in all activities, and holds expectations about students’ responsibilities. The following Code of Conduct sets out the responsibilities expected of a SACAP student.

For the purposes of this policy, inappropriate behaviour includes, but is not limited to: drug/alcohol abuse/relapse; inebriation/intoxication during class and/or fieldwork settings; violence; sexual harassment; language or behaviour deemed to be offensive/ unacceptable; aggression towards the educator, fellow students, College staff, or any other staff member involved in the student’s fieldwork placement; breach of the College Code of Conduct.

General:
Students are expected to:

- Treat the College staff and their College peers with respect, courtesy, and fairness, and afford the same professional courtesy to other professionals.
- Bring any concerns or difficulties to the immediate attention of the Registrar who can then support, mediate, and liaise as required.
- Act at all times in a way that demonstrates respect for the rights and privileges of other members of the College community and show commitment to the ideals and reputation of the College.
- Demonstrate initiative in monitoring their own progress throughout their studies.
- Foster and maintain an attitude of equity towards others.
- Foster and maintain an open attitude towards others, and do not display or engage in discriminatory behaviours/values.
- Act at all times in an ethical and appropriate manner. All activities are expected to be carried out honestly, fairly, and accurately so as to maintain good relations.
- Display objectivity and integrity and maintain the highest standards of duty of care in the service offered to clients of the chosen. This duty includes the protection of a client’s confidentiality.

Fieldwork module:
Students are expected to:

- Meet fieldwork placement requirements regarding attendance, promptness, punctuality, dress, and work hours.
- Treat the staff and colleagues at the placement with respect, courtesy, and fairness, and afford the same professional courtesy to other professionals.
- Bring any concerns or difficulties to the immediate attention of the Fieldwork Coordinator who can then support, mediate, and liaise as required.
- Act at all times in a way that demonstrates respect for the rights and privileges of other members of the College community, placement personnel and show commitment to the ideals and reputation of the College.
• Demonstrate initiative in monitoring their own progress within the Fieldwork module.

• Act at all times in an ethical and appropriate manner. All activities are expected to be carried out honestly, fairly, and accurately so as to maintain good relations with the chosen placement.

• Display objectivity and integrity and maintain the highest standards of duty of care in the service offered to clients of the chosen placement. This duty includes the protection of a client’s confidentiality.

• Not to establish any financial or other arrangement with clients or involved family members of the placement during the placement or after its conclusion.

Students Skills and Emotional Readiness

The assessment of counsellor competency and suitability is monitored rigorously throughout the duration of the College’s programmes. While assessment is thorough in all modules of the academic programmes, attention is also paid to identify any signs of cognitive, emotional, or behavioural difficulties that a student may be experiencing. The College endeavours to help identify and understand the issues affecting students’ competency and suitability to the field of Applied Psychology.

On Student Application

On application, potential students are required to disclose any information pertaining to their mental health history, which includes but is not limited to a history of psychiatric diagnosis/treatment, and/or substance abuse/dependency.

In the instance that a potential student discloses a history of psychiatric diagnosis/treatment, the following is required before they may commence with their studies at SACAP:

1. The individual must provide a letter from their psychiatrist or psychologist recommending their readiness to engage in studies.
2. The individual is to attend a follow-up interview with the Registrar and the College appointed Counsellor or Psychologist.

In the instance that a potential student discloses a history of drug/alcohol/gambling/sex-love, etc. abuse/addiction, the following is required before they may commence with their studies at SACAP:

1. The individual is required to have been sober for at least one (1) year.
2. Any individual who is within 3 years of their sobriety is required to meet with a College approved addiction counsellor at his/her own cost.
3. The individual must provide a letter from his/her treating facility, addictions counsellor, psychiatrist, psychologist, addiction specialist, or sponsor attesting to their sobriety and recommending their readiness to engage in studies.
4. The individual must provide evidence of ongoing addiction support, i.e. meetings with a minister, sponsor, attending at least weekly AA, NA, SLA, GA meetings, etc.

Throughout Student Studies

At any stage should SACAP feel that a student’s mental health or sobriety be at risk or of concern, the College will require the student to have a formal psychological assessment to assess, assist, or support the student through his/her vulnerability.

i. Fieldwork module:
Students must be aware of and committed to the Code of Conduct (see Fieldwork Guide). The Fieldwork Coordinator, Supervisor, and/or the Registrar reserve the right to refer a student for psychological assessment or therapy should it be deemed necessary.

ii. Alcohol/Drug Relapse:
For those students who have had an alcohol/drug relapse:
1. The student must inform the College immediately if they have had an alcohol/drug relapse. The College has the right to take action in the instance that the student does not inform the College, but the College has been informed of the relapse by another source, or the student displays inappropriate behaviour during class/fieldwork.
2. The student is to meet with the Registrar, and educator/relevant party.
3. If necessary a disciplinary hearing is to be held.
4. Outcome: Referral, suspension or expulsion.
Depending on the severity of the situation, the initial meeting may result in immediate suspension or expulsion.

iii. Suspended students:
The suspended student may return to the College with the following provisos before they may continue with their studies at SACAP:
1. All suspended students are to attend a follow-up interview with the Registrar and a College appointed Counsellor.
2. In the case of a mental health issue the student must provide a letter from his/her treating psychiatrist, psychologist, or specialist doctor attesting to his/her readiness to reengage in studies.
3. In the case of addiction the student is required to have been sober for at least one (1) year.
4. In the case of addiction the student must provide a letter from his/her treating facility, addictions counsellor, treating psychiatrist, psychologist, addictions specialist, or sponsor attesting to his/her sobriety and recommending his/her readiness to reengage in studies.
5. In the case of addiction the student is to supply a monthly report from his/her treating doctor, psychologist, addictions counsellor, or sponsor for the duration of his/her studies.
6. The individual must provide evidence of ongoing addiction support, i.e. meetings with a minister, sponsor, attending at least weekly AA, NA, SLA, GA meetings, etc.

iv. General:
Any instances of students displaying inappropriate behaviour or behaviour that raises concern about the mental or emotional state of the student during their studies at SACAP are to be brought to the attention of the Registrar’s Office. The following procedure is to be followed:
1. The Registrar instigates a three-step process as follows:
   o Review the student’s academic performance and behaviour. The review process draws in feedback from educator(s), the Registrar, other students (if necessary). This feedback is collated along with any related correspondence concerning the student’s previous performance and behaviour at the College.
   o The student will meet with the Registrar, the Principal, and any other staff members who are deemed fit to attend the hearing.
   o A decision is then made regarding the conditions under which the student may continue at the College or otherwise.
2. The student may be referred for a further disciplinary hearing to be held with the Principal in attendance.
3. The outcome of a disciplinary hearing is:
   o Professional Referral,
   o Warning.
Depending on the severity of the situation, the initial meeting could result in immediate suspension or expulsion.

- Suspension, or
- Expulsion.