



# 2008 LEARNER ORIENTATION GUIDELINE & PROSPECTUS

Including Department of Education Regulation 26: Information for Students and the Public

## INTRODUCTION

This *Learner Orientation Guideline & Prospectus* includes general operational information about DAF; general rules and regulations for learners; as well as learning programme information for learners for the following learning programme:

### 1. Diploma in Fashion Design

This orientation document also contains important assessment information for purposes of being certified as competent against the learning outcomes of the learning programme. You may be briefed on assessment procedures during contact sessions, however it is the responsibility of the learner seeking certification for the learning programme that they have registered for, to familiarise her/himself with the assessment procedures and the assessment rules and regulations.

DAF is committed to quality management in all areas of the institution's practice, including the quality of teaching and learning, and the general quality of service delivery. To this end we will ask you to participate in a range of quality assurance activities from time-to-time in order to assist us in developing our quality in a constructive fashion. Learners should also feel free to contact me with any learner complaints and/or suggestions in order to assist us in making the learning programme and overall experience a more enriching one.

Kind regards

Bianca Fobian

MANAGING DIRECTOR

## CONTACT INFORMATION

DEPARTMENT OF EDUCATION REGULATION 26(B)

### WEB SITE

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## MISSION STATEMENT

DEPARTMENT OF EDUCATION REGULATION 26(D)

To ensure individual attention, caring and commitment to learners while providing quality education and training thereby enabling every student to develop and reach their fullest potential to enter the fashion industry with confidence and expert knowledge and skills.

### OBJECTIVES:

- To create a harmonised environment that works in coherence with the relevant structure, policies and practices of the institution.
- To prepare the institution to establish a leading position in the market place by offering well researched and structured learning programmes.
- To practice quality management in order to continuously reflect upon and improve the institution's financial, human and infrastructural resources.
- To encourage and support a positive and safe teaching and learning environment for all learners, staff and visitors at the institution.
- To engage in professional and ethical practices in accordance with good practice principles towards quality provision.





## ACCREDITATION STATUS OF EACH REGISTERED PROGRAMME

DEPARTMENT OF EDUCATION REGULATION 26(L)

Diploma in Fashion: Submitted to the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) - not yet accredited.

## ACCESS TO PUBLIC INFORMATION

The institution supports an environment of transparency in which reasonable public access to information is facilitated through the expression of protocols contained in a formal document set out for this purpose according to the requirements of the *Promotion of Access to Information Act*.

## ADMISSION REQUIREMENTS & PROCEDURES (LEARNING ASSUMED TO BE IN PLACE)

DEPARTMENT OF EDUCATION REGULATION 26(H)

The minimum admission requirement is a *Further Education and Training Certificate* (FETC) e.g. the *National Senior Certificate*, with an achievement rating of 3 (moderate achievement, 40% - 49%) or better in four recognized NSC subjects (20 credits). No subjects are prescribed other than English at a second language minimum.

Learner applications are processed efficiently and the institution ensures that the access and admission process is fair and transparent and that all candidate learners, regardless of race, gender or disability, are treated fairly and equally. No selection criteria are brought to bear on candidate learners other than that they meet the minimum admission criteria and complete any admission tasks set. Candidate learners can be admitted by conventional academic pathways (National Senior Certificate), by recognition of prior learning (RPL) arrangements, or by credit accumulation and transfer (CAT) arrangements.

The institution makes every effort to expose the institution and its learning programme to as broad a regional demographic as its marketing and advertising budget permits and treats all applicants fairly and equally.

## ASSESSMENT, CREDIT ACCUMULATION, PROGRESSION & CERTIFICATION

DEPARTMENT OF EDUCATION REGULATION 26(M)

Under the broad concept of outcomes based education, the institution adopts a continuous, outcomes based assessment approach, which includes formative (often integrated) assessment events designed to advance learning achievement and outcomes towards the final integrated, exit-point, summative assessment of learner competency, represented by the learner's final range (including the supporting research). The institution makes use of a broad range of assessment formats including projects, essays, portfolio submissions, tests, oral presentations and multi-media presentations. Internal assessors who are trained internally on appropriate assessment practice and the pedagogic principles that underpin effective assessment of learner outcomes, devise all assessments.

All formative assessment is internally moderated through a peer supervision mechanism and internal moderators are qualified to measure and report on the alignment, reliability, legitimacy, sufficiency, transparency and rigor of learner performances. Internal moderators perform this function after each

assessment event contained in every course of the learning programme.

All exit-point, summative assessment events are externally moderated by externally appointed moderators who are qualified to measure and report on the alignment, reliability, legitimacy, sufficiency, transparency and rigor of learner performances. External moderators perform this function for all integrated, exit-point, summative learner performances.

Learner grades are recorded in the institution's learner records database, which is operated through security codes and levels by authorized and qualified personnel, who ensure that back-ups of learner records data are frequently undertaken and transferred off-site for safe keeping in a fireproof environment. Final grades are calculated according to the pre-determined, relative weightings assigned to each assessment event of every course contained in the learning programme, as reflected in the course syllabi. These final calculated grades are made available to learners for the purpose of verification only (to ensure that calculations have been accurately made and the final grade reflects the multiple grades received up to the exit point for a given course and the learning programme as a whole). Final grades cannot be appealed for purposes of re-grading or for supplementary submissions since these two processes involve rules and time-lines which are restricted to each separate assessment task and are concluded on that same basis prior to the calculation of the final course grade.

Assessment procedures and information (including, from time-to-time, information on plagiarism and assessment misdemeanours e.g. cheating or copying) are clearly communicated to learners and all assessment outcomes (i.e. task grades) are made available to learners for purposes of a) verification (to test the accuracy of data transfer and the capturing of grades); b) appeal (to correct inaccurate data transfer or capturing, or to request a re-grading for a specific assessment task - not all tasks simultaneously - such request to be made in writing citing the biographical details of the learner and the assessment task and reasons for the re-grading request); or c) supplementary assessment task submissions **in instances where a learner qualifies for such a submission.**

Every assessment task contained in each course that makes up the learning programme allows for a first submission and a *supplementary* (second) submission for that particular assessment task **up to a maximum of one supplementary assessment task submission per assessment task, and only if** a) a legitimate medical exemption is granted (supported by the submission of a medical certificate detailing the period the learner was unable to attend sessions or undertake independent learning activity e.g. task preparation); b) legitimate compassionate leave has been granted (supported by the submission of a letter by the learner's legal guardian attesting to the circumstances); or c) where the learner has submitted the first assessment and has been awarded a grade of 30% or higher (after the deduction of any penalties).

The calculation of the final course grade (i.e. across multiple levels of a course\*) is only realised after the final assessment task (or its supplementary) at the exit-point of the exit-level of a course has been graded and factored into the calculation of the final course grade. Therefore, learners only know with absolute certainty

whether they have achieved 50% or more for a course and have therefore met the minimum requirements for certification purposes for the learning programme **at that point**, and it is **only at that point** that it would be absolutely clear whether supplementary submissions (where learners have qualified to submit these) would need to be made to improve the final course grade (across the multiple levels of a course\*) to 50% or more.

\* Not all courses are presented at multiple levels, some are presented at 1 level (over 1 year), some at 2 levels (over 2 years) and some at 3 levels over 3 years).

However, in order to effectively operationalise and manage this learner-centred OBE assessment model, the institution reserves the right to stipulate that supplementary submissions for a particular **course level** need to be made before the end of the academic year for that course level and therefore before the calculation of the final course grade for those courses that involve multiple levels of a course and therefore multiple years of continuous, incremental learning towards the final summative, exit-point, exit-level assessment task. This may seem, at face value, unfair to subject learners to supplementary assessment task submissions where they may not technically be needed by the learner to eventually be found competent (a grade of 50% or more) for a given course at the exit-point of the exit-level of a course. However, learners should be guided by the principle of *common sense* in determining whether they wish to make supplementary submissions (only where they qualify) to improve their grades in order either to a) ensure and 'insure' the final grade calculated at the end of the exit-level for a course is 50% or more, or b) ensure or 'insure' that the final grade calculated at the end of the exit-level for a course is as high as they could have achieved within the parameters of the assessment model.

As an example: If a course prescribes four assessment tasks at level 1 of a course that is presented at three levels (over 3 years), the learner will only know with complete certainty what their final grade for that course is **at the end of the third year** (or at the exit point of the exit level). However, if the learner has received four grades for level 1 of the course that might for example be 40%, 52%, 38% and 44%, then - regardless of the weighting considerations in the calculation of the final course grade at the exit level of the course - a **common sense approach** of adding up the four grades and dividing by 4 would reveal an average grade (at level 1 of the course) of:

$$40 + 52 + 38 + 44 = 174$$

$$174/4 = 43.5$$

This would reflect an 'interim' failing average (43.5%) for level 1 of the course. Now, it may well be that at subsequent levels of the course (level 2 and/or level 3) the learner, for a multitude of reasons, performs much better and, given the usually higher weighting of higher level assessment tasks, is able to compensate for the low level 1 grades and achieves a final grade at the exit point of the exit level for the course of 50% or more. However, the learner employing good common sense along the way, and wishing to make sure that there is little chance of their final course grade at the exit-level of the course being found wanting **would do well to take advantage of the supplementary submission opportunities for some or all of the assessment tasks for level 1 (where they qualify to submit a supplementary) at the time indicated by the institution.** In other words, learners wanting to give themselves the best possible chance of being found competent for a course at

the exit level and not wanting to risk a situation in which they cannot perform sufficiently well at level 2 and/or level 3 of a particular course so as to compensate for the poor level 1 grades and ends up being found 'not yet competent' (grades of 49% or below) at the exit-level of the course after the calculation of all assessment tasks and their supplementaries and therefore requiring them to re-register for a course (at the exit-level) **would do well to take advantage of the supplementary submission opportunities for some or all of the assessment tasks for level 1 (where they qualify to submit a supplementary) at the time indicated by the institution.**

The institution will, from time-to-time, stipulate when supplementary assessment tasks for a particular level of a course are to be submitted but this will usually be at the end of the academic year or at the end of the 1<sup>st</sup> semester and again at the end of the 2<sup>nd</sup> semester. This is done in order to manage the system efficiently and to avoid a situation where a learner needs to backtrack over a number of levels (or years of study) to submit tasks based on information that is no longer fresh in their minds. Learners must again bear in mind that the assessment model is very learner-centred and provides maximum opportunities to learners to perform consistently for the duration of the learning programme at multiple levels of a given course, rather than experience the stress and negative effects of heavily weighted supplementary assessment tasks at the end of a course level or at the exit level of a whole course, but the trade off here is to ensure that supplementary assessment submissions come in regularly even though they may not eventually have been required. In any event, learners should also approach supplementary assessment submission opportunities according to the principle of *excellence* as well since a supplementary assessment task can be submitted in order to improve a learner's final grade from 78% to 80% just as it can be used to improve an interim average or final grade from less than 50% to 50% or greater.

The rules that govern progression through the learning programme are clearly communicated to learners and are applied in the following manner: final course grades are calculated according to the pre-determined, variable weightings assigned to each assessment task of every course contained in the learning programme, as reflected in the course syllabi from time-to-time. The interim grades and the final calculated grades are made available to learners for the purpose of verification to ensure that calculations have been accurately made and the final grade reflects the correct variably weighted, multiple grades received up to the exit-point/level for a given course. Final grades cannot be appealed for purposes of re-grading or for supplementary submissions since these processes involve rules and time-lines which are restricted to each separate assessment task, **and are concluded on that basis prior to the calculation of the final course grade.**

All final grades for all courses undertaken (according to the rules of combination for the specific learning programme) must reflect a grade of 50% or more on the learner's transcript for the learner to achieve the qualification and be certified for the achievement thereof. No lesser level of performance can result in any form of lesser certification. Partial achievements will be attested to by the institution and can be utilized by learners for articulation purposes based on the principles of credit accumulation and transfer and/or recognition of prior learning.

Final grades of 49% or less constitute a 'not yet competent' judgment on the part of assessors and moderators regarding the learner's graded performance for a given course. In the event that a learner receives a final course grade of 49% or less **after** the supplementary tasks for a particular course have been exhausted and these have not had the effect of improving the learner's final grade to 50% or more, then the learner will be required to **re-register at cost to the learner for the particular course /course levels, though usually at the exit-level of the course** and may be required to repeat a) the whole course (at all levels); or b) whole levels of the course (not necessarily at the exit level) in order to achieve a final grade of 50% or more for a course across all levels for purposes of progression and certification. The institution's Academic Counsellor will provide a clear indication of which levels of a course will need to be repeated by a learner in order to be found competent after the successful submission of new assessment tasks often based on new or adjusted course material.

Learners are awarded a certificate within 6 (six) months of successfully completing the qualification. All certificates are accurately printed to ensure that the learner's biographical details are correct, and that relevant programme information is also accurately recorded. The institution has embedded a security feature into the certificate to allow for the validation of the certificate and to guard against fraud.

#### ATTENDANCE & ABSENTEEISM

Attendance rates are recorded for the institution's own purposes but attendance is generally not a due performance requirement. However, the institution reserves the right to subject individual learners to attendance minimums as a due performance requirement for the submission of assessment events and/or progression and/or certification, and further reserves the right to define the exact terms and conditions of such attendance due performance requirements (indicating for example, whether physical presence on site is required and the duration of said presence) if circumstances require the institution to do so in the interests of the learner, or alternatively in the interests of protecting the integrity of the teaching and learning process, including but not limited to, assessment practices. The institution further reserves the right to sanction learners' progress based on these extraordinary attendance due performance requirements by virtue of a learner's non-adherence to attendance due performance stipulations made without legitimate reason, which for this purpose shall be restricted to legitimate illness (testified to by a registered medical practitioner) and compassionate leave (attested to in writing by the learner's legal guardian).

Generally, learners are encouraged to attend all contact sessions in order to ensure the continuity and value of learning processes and the quality of learning outputs.

Any learning missed as a result of the learner's absenteeism automatically becomes the responsibility of the learner to recover without interrupting the progression of learning during contact sessions, and without relying on the institution to provide the learning in any form.

#### CONSUMABLES

All consumables required by learners for the realisation of learning outcomes are not included in the academic fees payable by learners to the institution. The institution advises learners about consumables needed for the

achievement of the programme outcomes as far as possible in advance and also, as far as possible, assists learners in sourcing preferred suppliers, in order to ease the financial burden on learners.

#### CREDIT ACCUMULATION & TRANSFER (CAT)

The institution facilitates communication, validation and verification of learning achievements in such a manner as to promote accessibility, and interpretation of information regarding learning achievement and in order that learner mobility can be maximized both within the higher education sector, and between the further and higher education sectors, so that learners are able to take maximum advantage of the variable and multiple learning opportunities available to them.

#### DEADLINES & PENALTIES FOR THE LATE SUBMISSION OF GRADED TASKS

All learners are required to adhere to the prescribed deadlines for handing in tasks, and are subject to the penalties outlined by the institution from time to time, for the late submission of tasks. All tasks that are submitted for academic credit (resulting in a grade) must be submitted on time. In all instances, Facilitators will make it clear when the deadline date is, and this information together with the details of the task brief, will be posted on the Learner Notice Boards.

In instances where a valid medical certificate (issued by a registered medical practitioner) is attached to the late submission of learner work, or a valid letter of application for compassionate leave (issued by the learner's legal guardian) is attached to the late submission of learner work, the Facilitator will permit the relevant extension after verification of the extension evidence, and will apply the correct penalty for late submission, if necessary.

Penalties resulting from the late submission of tasks are applied according to the following table:

- > 1 minute late but less than 24 hrs late: -10%
- > 24 hrs late but less than 48 hrs late: - 20%
- > 48 hrs late but less than 72 hrs late: - 30%
- > 72 hrs late: no credit is awarded

These penalties are applied in all instances except for the final range garments at the end of the 3<sup>rd</sup> year of study. In this instance penalties for the late submission of ranges are applied according to the following table:

- > 1 minute late but less than 72 hrs late: -10%
- > 72 hrs late but less than 168 hrs late: - 20%
- > 168 hrs late but less than 336hrs late: - 30%
- > 336 hrs late: no credit is awarded

In all instances in which a penalty for the late submission of work is applied, the task is assessed with a clear indication of the penalty so that the learner is aware of the initial grade and the final grade, e.g. 65% - 20% = 45% as the final recorded grade for that assessment task. When work is submitted beyond the maximum

penalty period permitted, the work is assessed and a grade recorded, so that the learner still receives feedback from the assessor for the learning unit and matching assessment task, but no credit for the work is recorded in the learner's academic transcript: e.g. 65% - 65% = 0% awarded, indicating that the deadline was not met at all. The penalty system set out here is applied in all instances.

#### DEVELOPMENT OF LEARNING PROGRAMMES

The institution undertakes an annual *Institutional Review*, which includes an academic review in order to assess and evaluate programme development needs to existing learning programmes and to consider new programme development needs. Sources of data and information that are drawn on for programme development practices include quality assurance data generated during the previous academic cycle; Advisory Committee meetings; Governing Body meetings; international trips undertaken; shifts in the local industrial sector that the institution serves; and, ad-hoc inputs from industry experts.

In the case of existing programme development, the quality assurance committee (of which the Academic Head and the Course Supervisors are members) reflect upon learning programme adjustments and deliver these adjustments for implementation during the following academic cycle.

In the case of new programme development, the quality assurance committee again reflects upon new programme development needs and if a decision is taken to develop a new learning programme, academic staff are assigned to the task of researching and producing a technical and broad learning outcomes draft of the proposed learning programme that is then internally critiqued and exposed to the institution's stakeholders for comment and feedback, after which time resource allocation issues are discussed and managed before the amended draft learning programme goes into full development, including undergoing accreditation by the *Higher Education Quality Committee of the Council on Higher Education*.

## DISCIPLINARY OFFENCES & PROCEDURES

In the event that a disciplinary infringement shall, in the opinion of any member of staff occur, then the learner will be called to a disciplinary hearing.

In the first instance, the Head of the Institution and one other member of the staff will make a determination as to whether the infringement shall be considered to be a) a minor disciplinary infringement, or b) a major disciplinary infringement.

a) In the event of a minor disciplinary infringement, the learner must be represented by a learner representative at the disciplinary hearing. At least two members of the institution's staff must be in attendance at the disciplinary hearing, of which at least one member must be the Head of the Institution, or acting Head of the Institution. The Head of the Institution, or acting Head of the Institution will chair the hearing and minutes of the meeting will be recorded for distribution to all parties within three days of the hearing. All parties present must agree upon an appropriate sanction. If no sanction can be agreed upon by all parties present, then the disciplinary infringement will be processed in a second hearing according to the same procedures for a major disciplinary infringement.

b) In the event of a major disciplinary infringement\* the learner must be represented by at least one parent/guardian. Two representatives from the institution's staff must be present, of which at least one member must be the Head of the Institution, or acting Head of the Institution, and the other must be a member of the institution's governing body. The learner, their representatives, and the institution's representatives may hear evidence from external sources. The Head of the Institution, or acting Head of the Institution will chair the hearing and minutes of the meeting will be recorded for distribution to all parties present within three days of the hearing. All parties present must agree upon an appropriate sanction. If no sanction can be agreed upon between the parties present, then the infringement will be referred to independent, external mediation/arbitration. The costs of the mediation/arbitration will be borne by the school to a maximum of one session of a maximum of two (2) hours in duration. The decision of the external, independent mediator/arbitrator will be delivered within three working days of the hearing and will be binding on both parties.

\* This category will include, but not be limited to: gender abuse; racial abuse; the consumption of alcoholic or narcotic substances on school property or at school functions without permission having first been obtained by the school's management; any behaviour suggesting the consumption or abuse of alcoholic or narcotic substances on school property or at school functions; physical or verbal abuse of learners or staff; and vandalism.

For further detailed information governing staff labour practices - including disciplinary procedures - refer to the institution's *Human Resource Policy and Practice Manual*.

## DUE PERFORMANCE REQUIREMENTS

The institution has not set due performance requirements except in extraordinary circumstances in relation to attendance at contact sessions.

However, failure to hand in an assignment or project will result in no mark being allocated for that project or assignment and the learner will forfeit the opportunity to qualify for a supplementary opportunity in that

assignment or project should they require such an opportunity to pass the subject.

#### INTELLECTUAL PROPERTY RIGHTS & PLAIGARISM

Learners may not copy texts, books, visuals, sound recordings, computer programmes or any other materials that may be copyright protected or represent the intellectual property right of another on the institution's premises.

Learners may also not engage in *plagiarism* and must ensure that they are clear about what constitutes *plagiarism* by speaking to academic staff.

The institution will initiate legal proceedings, after due process, against any individual or organization that infringes its own intellectual property rights. The institution reserves full intellectual property rights over any and all information, material, tasks or projects produced by any learner while engaged in study at the institution. This right shall include, but not be limited to, the right to display learner work; the right to photograph learner work and to use such visual materials for the promotion of the school without compensation to the learner; and, the right to retain learner work for purposes of moderation and learner archives.

## FEES & CHARGES

DEPARTMENT OF EDUCATION REGULATION 26(N)

Diploma in Fashion - Level 1 Courses		
SAQA Credits	Course Name	Course Fee R235 Per SAQA Credit (excl. Registration Fee)
	Design Cluster:	
18.8	Fashion Design (FD01)	4418
16.8	Illustration & Colour Theory (ICT01)	3948
3.2	Computer Illustration & Design (CID01)	752
8.4	Technical Drawing (TD01)	1974
	Technical Cluster:	
22	Patternmaking (PM01)	5170
22	Garment Construction (GC01)	5170
	Commercial Cluster:	
5.2	Marketing & Advertising (MA01)	1222
10.4	Merchandising & Retail Planning (MRP01)	2444
	Contextual Cluster:	
3.6	Theory of Design (THD01)	846
3.6	Textiles Studies (TS01)	846
7	Costume Studies (CS01)	1645
121	Total Fees	28435
	Registration Fee	2000
	Combined Total Fees (incl. Registration Fee)	30435

Diploma in Fashion - Level 2 Courses		
SAQA Credits	Course Name	Course Fee R230 Per SAQA Credit (excl. Registration Fee)
	Design Cluster:	
20.8	Fashion Design (FD02)	4784
18.8	Illustration & Colour Theory (ICT02)	4324
7.2	Computer Illustration & Design (CID02)	1656
	Technical Cluster:	
24	Patternmaking (PM02)	5520
24	Garment Construction (GC02)	5520
5.6	Grading (G01)	1288
	Commercial Cluster:	
5.2	Marketing & Advertising (MA02)	1196
5.2	Commercial Buying (CB01)	1196
	Contextual Cluster:	
3.2	Fashion Forecasting & Trend (FFT01)	736
2.8	Costume Studies (CS02)	644
5.2	History of Fashion (HF01)	1196
122	Total Fees	28060
	Registration Fee	700
	Combined Total Fees (incl. Registration Fee)	R28760

Diploma in Fashion - Level 3 Courses		
SAQA Credits	Course Name	Course Fee R170 Per SAQA Credit (excl. Registration Fee)
	Design Cluster:	
26	Fashion Design (FD03)	5590
14.4	Computer Illustration & Design (CID03)	3096
	Technical Cluster:	
29.2	Patternmaking (PM03)	6278
37.2	Garment Construction (GC03)	7998
7.6	Grading (G02)	1634
	Commercial Cluster:	
5.2	Micro Business Management (MBM01)	1118
	Contextual Cluster:	
5.2	Fashion Forecasting & Trend (FFT02)	1222
3.6	History of Fashion (HF02)	774
1.6	Life Skills (LS01)	344
9	Experiential Learning (EL01)	1935
139	Total Fees	29989
	Registration Fee	700
	Combined Total Fees (incl. Registration Fee)	R 30689



## FINANCIAL AID

DEPARTMENT OF EDUCATION REGULATION 26(O)

There is no financial aid available to learners through the institution. However, the institution will assist learners with information in the event that a learner wishes to apply to a financial institution for financial aid, and will act to facilitate the process as far as is practicable to do so.

## LANGUAGE POLICY

DEPARTMENT OF EDUCATION REGULATION 26(I)

Notwithstanding the institution's appreciation of the rich value of multiculturalism in South Africa, and its impact on language policy, the institution has selected a single language in terms of its language policy since it would be impracticable to select more than one language, given the size of the institution. The language of recruitment, admission, administration, facilitation, learning and assessment at the institution is English. Pursuant to the institution's stated language policy, all learners admitted to the learning programme must demonstrate proficiency in written and spoken English at the secondary exit level, at a minimum of a second language level.

## LEARNER REPRESENTATION

The institution facilitates the election of a learner representative council annually and assists, when requested, in facilitating the on-going operation of the learner representative council.

## LIBRARY/MEDIA RESOURCES

The institution has established internal library and media resources and commits a fixed minimum recurrent expenditure to the continued resourcing of this facility. Access to the institution's library and media resources is made as broad and accessible as possible and all learners are suitably apprised of arrangements for access and use. The management and maintenance of the internal library is undertaken by an academic staff member and a support staff member whose joint responsibility it is to develop and maintain an organised system for reference activity in respect of books, journals and magazines, as well as Internet research at the institution's media centre.

The institution's learners are also able to access the *Cape University of Technology* reference library at no extra cost.

## MODE OF INSTRUCTION

DEPARTMENT OF EDUCATION REGULATION 26(J)

The institution utilizes the contact mode of educational delivery, supplemented by independent learning activities conducted individually or in groups.

## MONITORING & EVALUATION OF TEACHING AND LEARNING

The institution actively monitors and evaluates *learning* at the institution through a range of mechanisms, most notably those that are involved in the institution's academic quality management system and activities as well as monitoring and evaluating learners' academic records and transcripts, including the monitoring of assessment task averages and course averages for a given group. The monitoring and evaluation activities are continuous and result in a variety of corrective interventions that are designed to address both short-term and medium-term academic under-preparedness.

The institution also actively monitors and evaluates *teaching* at the institution again through a range of mechanisms, most notably those that are involved in the institution's academic quality management system. The monitoring and evaluation activities are continuous and involve a range of reflective cycles that feed into capacity development issues for individuals, groups or the whole academic staff complement. Academic quality assurance supervisors meet regularly for the purpose of monitoring and evaluating teaching and these forums are used to inform programme development changes, teaching and learning strategy adjustments, and capacity development initiatives.

## NOTICES & ANNOUNCEMENTS

All learner notices are posted on the learner notice boards. It is the responsibility of learners to remain abreast of all information contained in notices, including information regarding assessment.

## PAYMENT OF FEES

Registration must be paid annually, on acceptance of the portfolio for 1<sup>st</sup> year learner applicants and on a pre-determined registration date for 2<sup>nd</sup> year and 3<sup>rd</sup> year candidate learners;

Payment options include full payment on or before the 31<sup>st</sup> January of the academic year (less 5% discount); or alternatively on a half year basis (payments to be made by 31<sup>st</sup> January and 31<sup>st</sup> July); or on a term basis (payments to be made before the commencement of the new/next term);

Those electing to pay the full fees, i.e. the balance of the annual school fees less the registration payment, should note that this must be paid by the 31<sup>st</sup> of January each year in order to qualify for the single payment concession;

In the event that a single payment is made after the 31<sup>st</sup> of January, to settle the learner's account, interest will be levied at a rate of 1% per month calculated on the outstanding balance at the time of payment, and the *full payment* concession will not be applied;

All payments due must be made on or before the due date and it is the responsibility of the payee to produce suitable proof of payment;

In the event of no proof of payment being received by the institution or payment being made later than the due date, then the following procedures will be enforced:

- One telephone call to the payee will be made to ascertain whether any payment has been

tendered;

- In the event that payment has not been made, or proof of payment has not been submitted, then the payee shall have 24 hours to remedy the situation;
- In the event that payment, or proof of payment is not received within 24 hours, a *Letter of Suspension* will be issued immediately to the learner that will have the effect of barring the learner from further attendance at the institution until such time as the situation is remedied.

Please note that the institution would like to save learners the embarrassment and 'loss-of-face' that inevitably results from the issuing of a suspension letter and we therefore earnestly appeal to parents/guardians/bursars to settle accounts on time;

All cheques above R 5000- are to be bank guaranteed;

Post-dated cheques per term are preferred.

#### PUBLIC HOLIDAYS & RELIGIOUS/CULTURAL HOLIDAYS OTHER THAN ORDINARY SOUTH AFRICAN PUBLIC HOLIDAYS

Learners and staff are entitled to all South African public holidays as determined by the South African government annually. The institution respectfully acknowledges all other religious and cultural holidays but only grants officially sanctioned South African cultural/religious holidays as public holidays.

#### RECOGNITION OF PRIOR LEARNING (RPL)

DEPARTMENT OF EDUCATION REGULATION 26(H)

The institution recognises prior learning in a number of instances:

- In the event that a candidate learner has not completed the secondary school exit level but has work-place experience;
  - In the event that the candidate learner has not completed the secondary school exit level but is of a mature age (23 years);
  - In the event that a candidate learner has completed parts (courses or modules) of the learning programme at another institution, or in an aligned discipline, and wishes to be considered for partial exemption from the learning programme;
  - In the event that a candidate learner has completed all the requirements of the learning programme, either at another institution or through accumulated work experience, and wishes to be considered for full exemption from the learning programme for the awarding of the programme qualification.
- The institution prescribes a range of evidence options depending on the nature of the RPL exemption being applied for, by the RPL candidate learner. The RPL facilitator on a case-by-case basis facilitates RPL exemption applications according to the prescribed RPL administrative system of the institution (see Appendix 4).

The institution will provide a learner wishing to articulate into another institution with a detailed academic transcript reflecting courses completed and grades obtained, as well as any other information relevant to CAT, such that the articulation of learners to other institutions can be facilitated.

## REFUND POLICY

DEPARTMENT OF EDUCATION REGULATION 26(N)

A cancellation of the learning programme or any of the courses will not relieve the learner of their legal liability for the full fees outstanding at the time of cancellation, except where written notification of such cancellation is received on or before 31 December of the preceding year. The registration deposit is not refundable.

## REGISTERED LEARNING PROGRAMMES & SITES OF DELIVERY

DEPARTMENT OF EDUCATION REGULATION 26(K)

The institution's learning programme and site of delivery have not yet been registered. The processes towards a registration outcome has been completed and the institution awaits accreditation and registration determinations for its learning programme and site of delivery.

## SEMESTERS, TERMS & HOURS OF OPERATION

The operating hours of the institution are as follows:

Administration	Monday to Friday	09h00 to 13h00
Academic	Monday to Thursday	09h00 to 16h00
	Friday	09h00 to 14h00

The institution reserves the right to schedule academic and non-academic activities on weekends and in the evenings, if so required, due to extraordinary circumstances.

The institution operates a minimum of 36 academic weeks annually, divided into two semesters comprising two equal terms each (i.e. 9 weeks). In addition, 3<sup>rd</sup> year learners must undertake 2 weeks of experiential learning over and above the prescribed minimum 36 weeks.

## SUPPORT SERVICES/ ACADEMIC ASSISTANCE & DEVELOPMENT

DEPARTMENT OF EDUCATION REGULATION 26(P)

The institution has a career and academic counselor as well as an academic preparedness facilitator to assist learners in both individual one-on-one sessions (where needed), and group workshops to develop academic preparedness strategies in order to maximize learners' ability to develop the required competencies for success. All academic queries, both entry level and continuous, are serviced by the academic staff member most qualified to do so, and may in all instances be directed to the Head of the Institution or the Academic Head of the Institution.

## CODE OF CONDUCT

DEPARTMENT OF EDUCATION REGULATION 26(Q)



### Code of Conduct

All members, staff and learners, of the *Design Academy of Fashion* should at all times be bound by a code of honour and dignity, serving the common good of the *Academy* above and beyond personal gain, in a spirit of honest transparency. All members of the *Academy* are required to exercise common sense and decency, and to consistently act in accordance with these principles.

Learners of the *Academy* must at all times comply with any and all reasonable and lawful requests from any member of staff or management, providing that any request made does not represent an infringement of the learner's basic rights, and provided that any request made serves the common good of the *Academy*.

Specifically, learners should be aware of the following matters, acknowledging that this list is neither exclusive nor exhaustive:

**Bigotry:** Racism, sexism, or any form of discrimination belongs nowhere - least of all here!

**Care of equipment:** If you damage it through misuse, you are responsible for the cost. If we don't catch you, fees will be increased to cover the repair cost. Either way, you pay! So be honest - don't make your mates pay too!

**Cell-phones:** No cell-phones on during any contact session or presentation! Incoming sms's do count. Unlike on the rugby field, the rule is, "use it, and lose it!"

**Cheating and plagiarism:** Infringement of others' intellectual property rights is viewed in a very serious light. It's simple; don't do it!

**Confidentiality:** All must respect the confidentiality of *Academy* intellectual property, policies and procedures. If somebody asks you for a copy of *Academy* documents, direct them to the principal for a personalised copy!

**Don't be one:** Nobody likes a sloth. If you've been working somewhere, remove the evidence once you're done!

**Guests, studio models, beggars and baby brothers, etc:** You are responsible, physically and financially, for any person you allow into the building. Give them a run-down of these rules!

**Help yourself?:** If you remove things (read 'steal') that don't belong to you, fees will be increased to replace them. A pick 'n pay - type concept! If we catch you, you'll pay on your way out!

**Inter-personal conduct:** Protagonists in problematic inter-personal relations (see 'drama queens') must submit to recommendations of the *ad hoc* committee on conflict resolution. We don't just 'take it outside' here!

Library: All materials should be treated with respect. The times, procedures and statutes of the *Academy* library must be adhered to. It is the learner's responsibility to familiarize him/herself with these. Ever messed with a librarian?

Politeness and courtesy: to all staff members and fellow learners is *not* optional. Breaches of common decency will be viewed in the same light as gross misconduct

Punctuality and attendance: Familiarize yourself with class / meeting times and attendance requirements, and stick to them. Lateness is disruptive and disrespectful!

Sexually inappropriate behaviour: Overt displays of sexuality do not promote an *intellectually* stimulating educational environment. Keep it clean, or get a room!

Smoking: No smoking of any substance in any building used by the Academy, ever! Smokers outside *Academy* buildings should practice their art form in such a way that it minimises the discomfort of non-smokers. Be considerate. Self-defeating behaviours should be self-contained!

Sobriety of conduct: At all academy-related activities your system should be free, at all times, of any non-prescription substance which may affect your general demeanour. It doesn't matter when or where you smoked it, if you're still flying, stay at home! Alcohol: may only be consumed at a function sanctioned by the principle. Here too, alcohol use, and not abuse, is endorsed. Moderation and discretion are required. Any use of alcohol at non-sanctioned *Academy* functions, including arriving at the *Academy* 'under the influence' is subject to disciplinary procedures. Illegal substances: are illegal here too!

Unacceptable language: Any language, which may offend others, is to be used with extreme discretion. When in doubt, don't say it!

Unlawful behaviour: If it is against the law of the country, it's against the law of the *Academy*, whether you agree with the law or not!

Use of the *Academy* name: the principal must condone Use of the *Academy* name and logo in the popular press, on your work, in association with your name, or at exhibitions.

Violent behaviour: Any violence, actual or threatened, will be dealt with in a way that leaves an impression more lasting than a bruise.

Learners willfully and knowingly placing themselves in breach of the spirit or letter of this code render themselves liable for punitive measures under the disciplinary procedures of the *Academy*. The onus is on the learner to familiarize him/herself with this code. Ignorance of these statutes does not abdicate adherence thereto. Spirit: All members, staff and learners, of DAF should at all times be bound by a code of honour and dignity, serving the common good of the academy above and beyond personal gain, in a spirit of honest transparency. All members of the institution are required to exercise common sense and decency, and to consistently act in accordance with these principles.