Stenden South Africa

Prospectus 2018

A guide to the

Bachelor of Commerce in Hospitality Management Degree programme

And

Bachelor of Business Administration in Disaster Relief Management Degree programme

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This study guide has been published as accurately as possible, although changes can occur following decisions of the Exam Committee. Such changes are published as an addendum to the Prospectus.

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Registration

Company Registration No. 2002/009834/10

Department of Education Registration Certificate No. 2002/HE10/001

SAQA Qualification Registration ID No. 63710 – B. Com Hospitality Management

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

Executive Management

Dr. Wouter Hensens, General Manager / Executive Dean

Enquiries

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Stenden South Africa is a Private Higher Education provider wholly owned by Stenden University in The Netherlands.

Dear Student,

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

Stenden South Africa is an international campus with many different nationalities in our student body. You will also meet different 'Grand Tour' exchange students and perhaps choose to study for a period at one of our other campus sites yourself. Through our 'Real World Learning' approach that incorporates Problem Based Learning, Work Based Learning and Internships, we will prepare you to hit the ground running in whichever situation your career may take you. You will find that as we are a small campus with passionate staff, we will support you throughout your studies and we are open to learn how we can continuously improve our facilitation. I would invite you to make use of this unique environment and make it a goal to go beyond what is expected of you. Our Student Representation Council, and the many sporting teams and committees offer but a selection of the many opportunities available to you to develop your leadership and management capabilities whilst you study at Stenden. I wish you all the best in your studies with us and look forward to supporting you on your journey!

Dr. Wouter Hensens

Executive Dean

Commitment to Excellence

Be Early

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

Be Prepared

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

Be Excellent

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

Have Fun

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

1   General information Stenden South Africa

1.1   Introduction.

Stenden South Africa is registered with the Department of Education as a private higher education institution under the Higher Education Act, 1977, and according to registration Certificate No. 2002/HE10/001, to offer the Bachelor of Commerce in Hospitality Management and the Bachelor of Business Administration in Disaster Relief Management.

1.2   Principles of organisation and structure of the education.
Views on subject matter division

Stenden South Africa realises the aims of its educational programmes in phases. These phases lead to a gradual development of the desired professional competences. In the Foundation Phase (first year), the focus is on Service Management in general and hospitality service management in particular. Within this phase, attention is focused on the operational aspects of the hospitality industry. In the Post-Foundation Phase (2nd, 3rd and 4th year), the focus is on management. The focus on management shifts from operational, through tactical to strategic management.

Our training is characterised by:

- phases and modular learning (completed units);
- Real World Learning: a thematic-interdisciplinary approach;
- Real World Learning: integration of industry (practice) and theory;
- Problem Based Learning (PBL);
- English as the language of instruction.

The Education's educational programme has been divided into semesters. These semesters represent the thread of the educational programme and move from "operational to strategic". Within each year there are four modules with themes chosen to match the year theme. These modules offer a good opportunity for interdisciplinary organisation.

The problems forming the basis of the students' learning are extracted as much as possible from important themes in the hospitality industry.

Real World Learning: integration of theory and industry (practice) is vital for the professional preparation of our students. This integration can be seen in our Problem Based Learning sessions and in the practical training.

Therefore, we differentiate between "theory" and "practice" modules. The practice modules include a large practical training component.

English as language of instruction

The ability to communicate in and understand English is necessary in the hospitality field. Please refer to the admission policy (paragraph 2A.4) for more information.

Organisation of Professional Preparation

The integration of theory and practice is one of the principles of our educational policy and is vital for the professional preparation of our students. This integration can be seen in our Problem Based Learning sessions and in the practical training. The last 21 weeks of study for the B.Com Hospitality Management are taken up by a practical training during the Industrial Placement. Students have many opportunities for labour market orientation and preparation for their future field. For the BBA Disaster Management, students spend 10 months on a practical training during the Industrial Placement.

Relation between school contact hours and self-study

Stenden South Africa strives to have students develop an active study attitude by collecting information themselves and processing it into knowledge. To achieve this, one of the principles of the programme is an effective relationship between the hours of school contact with a lecturer/tutor and self-study. Our guideline is that one school contact hour should generate 2 to 3 hours of self-study. The theory modules are based on 10 to 20 school contact hours per week spread over five working days. This results in 20 to 30 hours of self-study per theory week.

To promote an active study attitude, it is essential to choose the appropriate teaching methods and educational tools for each situation. The educational methods (didactic methods) should motivate our students to perform sufficient self-study. In addition, our library needs to be attractive and provide a good range of teaching tools to enable the student to collect the information required.

To develop an active study attitude, it is also important for students to reflect from time to time, on their activities and place their studies in the perspective of their future career. To facilitate this we have created Self-Management Activities that will stimulate our students to reflect on the development of their personal competences that will enable them to become competent professionals. During these activities, a personal coach is assigned to each student.

1.3 Teaching functions and working methods
Teaching functions

Teaching functions indicate the elements of teaching required to optimise the learning process. Stenden South Africa extracted these functions from the desired learning process in PBL and aims to realise the various teaching functions as well as possible. The teaching functions provide a structure for our lecturers for developing their teaching plans and play a major role during the evaluation of the organisation and realisation of the modules.

In addition to the four main functions described in this section, the functions of motivating, having the education fit with the student's initial situation (prior knowledge), and providing insight in learning goals are essential elements necessary for a students' successful study. These functions remain activated during the complete educational process and optimise the quality of the realisation of the four main functions.

Offering students practical problems from important related degree themes motivates our students. A motivating introduction, in both the module book and the introductory module lecture, supports this function.

One of the most important criteria for the development of PBL tasks is the requirement that the task fits with the initial situation of our students. The required initial situation of our students for each module is clearly stated in the module book. In order to make the professional perspective of the subject themes clear to our students, the module objectives have been extracted from the desired competences. These objectives are outlined in the module book.

Orientation

Orientation is the first educational function: to give students a first introduction to and exploration of tasks and information. The students start to understand the essential knowledge elements. Discussing the task activates the student's present knowledge and leads them to formulate their study objectives after they have analysed, structured and reviewed the information from different points of view.

Practical training

The second educational function concerns having students practice the use of new information and feedback. In relation to PBL, this means that the students explain, in their own words, the new information based upon the learning objectives as formulated during the previous meeting. Their fellow students determine, during or after the report, whether or not they have reached the same insight, or faults or misunderstandings prevail. Correct and additional information is available to the tutor in the tutor instruction manual.

Assessment

The third educational function is to assess the study results of students and determine whether these results meet the module standards. A variety of assessment methods is used (e.g. assignments, written tests and presentations). Stenden South Africa organises these assessments in the last week of each module and for the Hospitality Management students in the Progress test. The module book contains the objectives of and requirements for the module examination, the study credit structure of the examination, the evaluation criteria of the module task(s) and the pass norm.

Feedback

The fourth educational function is to give feedback to students based upon their test results. Students learn to what degree they have mastered the various parts of the subject matter and decide how to continue their study process. In PBL feedback is given on the personal, professional and content related competences of students.

Educational Work Forms

Stenden South Africa has chosen a variety of educational work forms: meetings of the PBL group, lectures, interactive working methods, role plays and small group assignments during the module.

The PBL meetings determine the material for self-study. The various lecture methods, such as module lectures (introduction of the module and orientation on the module theme), formal lectures (structuring difficult subject matter) and responsive lectures (structured discussion of subjects based upon student's written questions and handled by a subject lecturer), are meant to support the gaining and processing of subject matter. Interactive working methods include for example the Economics and Research workshops, Practical Training, and Computer Skills. The lecturer's role during interactive working methods is to give instructions and feedback on the training.

A module assignment is a task extracted from the main module theme preferably performed in groups of two students. There is a large variety of module tasks, ranging from a paper to an oral presentation.

1.4 Organisation of Stenden South Africa
Identity

Stenden South Africa is educating young people to be Managers who will perform as broadly educated enterprising professionals with an international orientation in related companies and institutions. Our training enables our graduates to perform their job in organisations in an innovative way that will open new horizons.

Vision

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

Mission

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

Values

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

Care for People

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

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

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

Service

Stenden South Africa aims to be a teaching, innovative and initiating organisation that tries to realise its responsibility within society. The Education has an international orientation and is in the process of becoming an internationalised institution. In our opinion internationalisation can only succeed if there is also an ongoing process of inter-culturalisation: gaining knowledge, understanding and respect for the variety of cultures within our Education.

Our goal is to integrate professional practice into the education and we therefore aim to maintain close contacts with industry. Our Education has an Advisory Board in each school, consisting of people from related industry organisations.

The service character of our programmes allows us to train young people to become managers who empathise with their clients and do their work with an actively helpful attitude.

Education

Our educational programme is characterised by a problem based, modular and thematic structure. Within this structure, the lecturer stimulates the students' learning. After analysing a given situation, students, more or less independently, collect the knowledge and skills required to solve the problem. The programme consists of:

- A general component with the integration of working fields as its central theme;
- An in depth study of Hospitality Management / Disaster Management;
- An elective programme offering choices for broader orientation or further specialisation

Care for and by students

As a service organisation, we want to play a 'model role' when it comes to caring.

We actively support organisations representing student interests such as student associations and the Students' Representation Council (SRC). Individual student counselling is provided during the student's school career.

We offer our students an opportunity to realise their own responsibility in service processes together with personal and social education. As co-producers of our service, our students help determine the quality of our education. Students are involved in developing the structure and contents of the educational programme.

Care for and by lecturers

Stenden South Africa offers its staff opportunities for education and development. We attempt to provide optimum working conditions. As colleagues, we consider each other a customer (guest). Consequently, when providing mutual services, we use the same standards to judge the quality of our services as external clients do; these qualities include: our willingness to provide a service, reliability, problem solving skills, our care for and commitment to the human being and the world in general and in particular our care and commitment to our customers (guests), the students.

1.4.1 Structure
Board of Governors

Stenden South Africa is governed by a Board of Governors that is composed of:

1. Mr Adrian Gardiner   Chairman / Owner of Mantis Collection
2. Mrs Louise Swanepoel   Community representative
3. Dr. Renier Mornet   Retired Dean, Hotel School of Witwatersrand
4. Mr. Gqeke Chumani   SAMWU Provincial Organiser
5. Ms. Erika Scharper   President Exective Board NHL Stenden University
6. Mr. Wayne Johnson   Head of Sites NHL Stenden University
7. Prof. Dewald van Niekerk   Director University of North West
8. Ms. Tembi Kunene   Business representative

Executive Management

The Executive Dean is responsible for the day to day running of the institute and presently consists of:

1. Dr. Wouter Hensens, Executive Dean, carries final responsibility of the daily management of the Campus

2. The Executive Dean is supported by a team of Heads of Department:

Mrs. Ronel Bartlett   Student Affairs Manager
Dr. Juliet Chipumuro   Academic Dean School of Hospitality Management
Mrs. Rene Oosthuizen   Academic Dean School of Disaster Management
Ms. Sisonke Mapuma   General Manger My Pond Hotel
Mr. Dayallan Naidoo   Catering Manager
Mr. Michael Mpalala   Security Manager
Mr. Mzameli Dikeni   Community Development Manager
Mr. Bongani Bavuma   Facilities Manager

Academic Advisory Board

This Committee is responsible to advise on academic matters and the standard of the programmes and all aspects of programme management and planning for each specific programme.

Dr. Reinier Mornet, Retired Dean Hotel School of Witwatersrand, Chairman Hospitality Management Advisory Board.

Professor Dewald van Niekerk, Director of African Center of Disaster Studies, University of North West, Chairman Disaster Management Advisory Board.

Exam Committee

The Exam Committee is responsible for decision making on selection of students, exemptions, examination, and graduation. It consists of the following members:

1. Mr. Kevin Aitchison, Third Year Coordinator, Chairman
2. Ms. Nelisa Tokwe, Lecturer, Secretary
3. Ms. Tracey Painting, Senior Lecturer, Member

Academic Staff – Full time and Part Time employees

Name	Qualification	Institution	Contact Details @ stenden.com
Wouter Hensens Executive Dean	Phd. Business Management	Nelson Mandela Metropolitan University, Port Elizabeth	Wouter.hensens
Rene Oosthuizen	M.Tech Public Management	Port Elizabeth Technikon, Port Elizabeth	Renee.oosthuizen
Megan Walwyn	Masters in Business Administration	MANCOSA	Megan.Walwyn
Karen Hecht	B.Com Hospitality Management	Stenden South Africa, Port Alfred	Karen.hecht
Nelisa Tokwe	B. Tech Food and Beverage Management	Cape Peninsula University of Technology, Cape Town	Nelisa.tokwe
Tracey Painting	Masters in Conference and Event Management	University of Westminster, London	Tracey.painting
Juliet Chipumuro	Phd. Commerce Management	Rhodes University	Juliet.chipumuro
Clare Du Plessis	B.Com Hospitality Management PGCE Rhodes University	Stenden South Africa, Port Alfred	Clare.du.plessis

Yathika Gowpall			Yathika.gowpall
Jacques de Klerk	Masters Conservation Ecology	University of the Freestate	Jacques.deklerk
Kevin Aitchison	Bachelor of Arts; Post Graduate Diploma: Enterprise Management	Rhodes University	Kevin.aitchison
Sisonke Mapuma	Bachelor of Business Administration Hospitality Management	Stenden SouthAfrica, Port Alfred	Sisonke.mapuma
Luthando Sikade	Bachelor's degree in Zoology	University of Fort Hare, Alice	Luthando.sikade
Lukhanyo Stemele	Bachelor's degree in Tourism	Walter Sisulu University, East London	Lukhanyo.stemele
Andre Steyn	Diploma Hotel Management	Southern Sun Hotels	Andre.steyn
Pieter Smit	B.Ed Honours	Pretoria	Pieter.smit
Tamryn Friedrichs	Masters in Commerce	Rhodes University Grahamstown	Tamarin.friedrichs
Ruan Cannon	Practical Instructor		Ruan.cannon
Masterson Chipumuro	Masters in Business Administration	Aszaliah University USA	Masterson.chipumuro
Ms. Sharmilla Simon	Diploma in Food Preparation	Intec	Sharmilla.simon
Mr. Tonderai Mawopa			Tonderai.mawopa
Mr. Alroy Taai			Alroy.taai
Ms. Mariekie Bezuidenhout			Mariekie.Bezuidenhout

Student Affairs and Administrative Staff - Full time and Part Time employees

Name	Designation	Contact Details
Ronel Bartlett Masters in Business Administration MANCOSA	Student Affairs Manager	Ronel.bartlett
Kathy Ord PG (BIP) Higher Education Rhodes University	Librarian	Kathy.ord
Ethel Koopman	Library Assistant	Ethel.koopman
Sonja Koekemoer	IT Administrator	Sonja.koekemoer
Zuko Mangele	Guest Relations	Zuko.Mangele
Lindy Hulley	Grand Tour / Public Relations	Lindy.thurgood
Gavin Timm	Student Administrator	Gavin.timm
Yvonne Timm	Debtors Administrator (Part-Time)	Yvonne.timm
Meagan Alexander Bachelor of Business Administration Hotel Management Stenden University	Student Recruitment Officer	Meagan.Alexander
Debbie Axe	Executive Assistant	Debbie.axe
Chaardii Bosman	Human Resources Advisor	Chaardii.bosman

Community Development – Full time and Part time

Name	Designation	Contact Details
Mzameli Dikeni	Community Development Manager	Mzameli.Dikeni 046 6042221
John Mabote	Community Development Coordinator	John.Mabote 046 6042200
Mike Nakani	Driver	046 6042200
Sidney Pearson	Driver	046 6042200
		046 6042200
Mzondeli Matthews	Driver	046 6042200

Catering Services Facilities Management and Security Management – full time and Part time

Name	Designation	Contact Details
Dayallan Naidoo	Catering Manager	Dayallan.naidoo
Bongani Bavuma	Facilities Manager	Bongani.bavuma
Michael Mpalala	Security Manager	Michael.mpalala

Mr. Jobin Du Plooy	Catering Supervisor	Jobin.du.Plooy
Ms. Lenique Hilpert	Facilities Manager Assistant	Lenique.hilpert
Valencia Danster	Support Services	046 6042200
Thembela Ncini	Security Guard	046 6042200
Patricia Habana	Support Services	046 6042200
Helezine Saterdag	Support Services	046 6042200
Nqabakazi Ngculu	Housekeeper	046 6042200
Silvya Peyi	Housekeeper	046 6042200
Nosipho Mzimba	Housekeeper	046 6042200
Bukelwa Ngapi	Housekeeper	046 6042200
Phylis Ngiwa	Housekeeper	046 6042200
Gloria Budaza	Housekeeper	046 6042200
Sweetness Yonzi	Housekeeper	046 6042200
Mbulelo Puzi	Garden and Maintenance	046 6042200
Thembile Qotolo	Security Supervisor	046 6042200
Jeanet Gema	Cook	046 6042200
Hilde Hani	Cook	046 6042200
Nozipho Lamani	Kitchen Assistant	046 6042200
Philande Thomas	Kitchen Assistant	046 6042200
Vuyelwa Maneli	Kitchen Assistant	046 6042200
Elicia Mxazana	Kitchen Assistant	046 6042200
Futshane Zikisa	Security Guard	046 6042200
Ivy Bavuma	Housekeeping Supervisor	046 6042200
Zukiswa Njecana	Kitchen Supervisor	046 6042200
Dayallan Naidoo	Kitchen Supervisor	046 6042200
Michael Dixon	Grounds and Gardens Maintenance	046 6042200
George Dyanti	Maintenance Supervisor	046 6042200
Anele Enoch Dyanti	Cook	046 6042200
Thember Carrot Mntundini	Maintenance	046 6042200
Sakhumzi Sandlana	Security Guard	046 6042200
Luzuko Tshemese	Security Guard	046 6042200
Sakhumzi Tukani	Security Guard	046 6042200
Xolani Toons	Security Guard	046 6042200
Luvuyo Xam	Maintenance Assistant	046 6042200

Students Representation Council (SRC)

The student representative council is chosen by the students for the students. The functions and responsibilities of this council are to represent students in all aspects of matters of the institute, advise students on institution matters, act in supervisory capacity, advise Academic Committee on student matters, report student matters to Academic Committee, is responsible for discipline in the hostel and act as hostel committee.

The Students Representative Council consists of the following members:

Executive Committee

SRC chairperson (must live on campus, full time student)

SRC vice-chairperson (must live on campus)

SRC treasurer (full time student)

SRC secretary (full time student, must live on campus)

Six members are respectively responsible for the following portfolios:

    i.   Community service and fund raising
    ii.   Student services and food provision
    iii.   Sport, Leisure & Culture
    iv.   Hostel management
    v.   News Letter and General
    vi.   Academic Affairs

Out of the nine members of the SRC, at least four members should be full time students with one member a first year student and one member a second year student. In addition there should be at least one representative from the Grand Tour students appointed for a semester at the time.

Each hostel has a student residence manager that is appointed by and reports to the SRC.

Student Committees

Apart from committees that may be formed for the various portfolios of the SRC, the student body will find it necessary, from time to time, to form committees to:

1. Undertake activities of a short term nature, e.g., fund-raising; or long term nature, e.g., a sport and recreation committee; and
2. Undertake miscellaneous activities which would be to the advantage of the students and Stenden South Africa.

Health and Safety Committee

The committee is responsible for health and safety issues on campus.

Mr. Luthando Sikade - Chairman

Employment Equity Committee

This committee is responsible for advising the management team on equal employment and development opportunities for all staff at Stenden South Africa.

Mr. Mzameli Dikeni – Senior Management Representative

1.4.2 Quality Control
Ensuring a good quality of education is an important issue within Stenden South Africa. Various methods are being used to facilitate this.

- Stenden South Africa as part of Stenden University has chosen to use the EFQM (European Foundation Quality Management) model to measure the quality of education.
- Stenden South Africa is subject to both South African (Council of Higher Education) and Dutch accreditation (NVAO, Netherlands and Flemish Accreditation Organisation). In addition, Stenden University took part in an international pilot project concerning quality control with the Hotel school in Lausanne, Manchester and Maastricht (2001). 'Care for education quality' is written in the education evaluation plan of Stenden South Africa and in a quality management plan.
- Stenden South Africa is subject to an internal audit from Stenden University Netherlands every two years, during which all elements of the programme are critically reviewed.
- The Academic Deans meet twice a year with the advisory boards to seek input on the programmes and programme execution.
- Students' opinions also play an important role. Students are actively involved in various education evaluations. The SRC President and SRC Academic Quality Director is included in the Academic Meetings twice per module and the SRC Executive meets with management every second week.

1.4.3 Full Time Education
Stenden South Africa offers full time education. Consequently, our students must be available full-time. Due to the nature of the hospitality industry, students may be scheduled for evenings and weekends

particularly during industrial placement. In principle, one study week consists of 40 study hours and one regular academic year consists of 40 study weeks.

Module evaluation

Students can influence the form, contents and realisation of a module before, during and after completion of a module. During the module, the students and the tutor evaluate the PBL process after each PBL session. During and after completion of the module each PBL group gives its critical feedback using an evaluation form.

Other evaluations

Students are involved in various evaluations: the start questionnaire about their training expectations, the exit questionnaire when a student leaves school prematurely, the placement questionnaire concerning the preparation of the placement, and a questionnaire on the placement itself. In addition each module is evaluated halfway through (critical incidents) as well as a full evaluation at the end. We expect the students to complete these questionnaires in a serious manner in order to provide us with as much information as possible about ways in which we can improve the education. Management seeks to always reply to students on evaluations so that students know how their feedback is used.

1.4.4 Fees & Costs
As Stenden South Africa is a private provider, all operations are funded by student fees. As such we practice a strict policy with regard to student payments. The academic and other fees may be paid in its entirety before the 17th of January 2018, or may be spread over four periods. Each period will then need to be paid for the student to continue with the following module.

Note: Only when payments have been received will a student be allowed on campus / in the modules

The standard payment schedule for study for first, second and third and fourth year students can be obtained from the Education Support Office: admin@stenden.ac.za

First year fees are published on our website: www.stenden.ac.za

Refund Policy

Stenden South Africa requires students to pay one module in advance. Students who wish to discontinue studies at Stenden South Africa need to give one module notice. Any advance fees paid be refunded to the sponsor of the student if the required period of one modules notice has been given. Students who wish to leave Stenden South Africa accommodation must give one module notice. Students who have paid fees in advance will receive a refund after the required notice period has been given. No refunds will be given if the required notice has not been received.

2   Education and Examination Regulations

2A   Education Policy

2A.1 Description of education
Stenden South Africa offers a full-time, three-year course of 'Hospitality Management'. The course aims at fulfilment of management positions in organisations with service and hospitality as their essential function or as an important part of the complete organisation. Graduates receive a 'Bachelor Commerce in Hospitality Management degree'. Stenden South Africa is registered with the Department of Education as a private higher education institution under the Higher Education Act, 1977, and according to registration Certificate No. 2002/HE10/001, to offer the Bachelor of Commerce in Hospitality Management. This is a three year degree programme to the value of 414 credits. The programme is registered with SAQA with the qualification ID number 63710.

The course content is provided by the programme International Hospitality Management (IHM) of Stenden University Netherlands.

IHM acquired an accreditation of the NVAO in March 2006. The educational programme has been registered in the Centraal Register Opleidingen Hoger Onderwijs (CROHO, Central Register of Schools for Higher Education) under number 34411 full-time. Stenden University also offers a Masters degree in Hospitality Management.

Stenden South Africa offers a full-time, four-year course of 'Disaster Management'. The course aims at fulfilment of management positions in organisations with service and disaster as their essential function or as an important part of the complete organisation. Graduates receive a 'Bachelor of Business Administration in Disaster Relief Management degree'. Stenden South Africa is registered with the Department of Education as a private higher education institution under the Higher Education Act, 1977, and according to registration Certificate No. 2002/HE10/001, to offer the Bachelor of Business Administration in Disaster Management. This is a four year degree programme to the value of 360 credits. The programme is registered with SAQA with the qualification ID number 90535. The course content is provided by the programme Bachelor of Business Administration Disaster Management of Stenden

For our study programmes, students can start twice per year, in January and July. All new students are expected to attend the Orientation Weeks, which start two weeks prior to the start of the first module of the programme. Orientation and introduction information is sent to all applicants who have been accepted.

2A. Account of the education
Dutch Hospitality Management Profile

In the Netherlands Stenden University, Hotel School The Hague, the School for Hotel Management Maastricht, The Nederlandse Hogeschool voor Toerisme en Vrijetijdskunde (Breda) and the Saxion Hogeschool IJsselland (Deventer/Apeldoorn) are the universities offering Hotel Management programmes.

These Universities elaborated the domain competences in a national Professional Competence Profile for Hospitality Management (2004). This profile consists of a professional profile which gives a description of the professional or core tasks of the professional worker, and a competence profile in which the professional tasks have been translated into competences. Competences describe the knowledge, insight, skills, and professional attitude students should have acquired by the end of their studies to be adequately prepared for the professions they have been trained to perform. Therefore, competences are directional for the way the educational programme is to be organised.

Stenden South Africa - Hospitality Management Competence Profile

Stenden University has developed its own educational competence profile, by adding two competences to the national profile. These competences are derived from the educational concept and the mission of Stenden and concern the intercultural and the value driven competences. The competence profile is directional for the development of the educational programme.

Below, you will find a short description of the competences. Please refer to the curriculum "Serving Success" for an extensive explanation and rationale, available at the educational consultant of our Education.

Twelve competences form the basis of the education programme of our Hospitality Management course:

1. Creating of 'experiences' by the granting of hospitality.
2. The development of a vision on changes and trends in the external environment and the developing of relations, networks and chains.
3. Analysing policy issues, and to translate these in policy objectives and policy alternatives and preparing for decision-making.

4. Implementation of Human Resource Management in view of the strategy of the organisation.
5. Setting up, managing and improving of company - or organisational processes.
6. Analysing the financial and legal aspects, internal processes and the company - or organisational environment in order to reinforce the correlation and interaction.
7. Developing, implementing and evaluating a change process.
8. Leading a company, part of a company, company processes or a project
9. Social and communicative competence (interpersonal, organisation)
10. The competence of managing oneself (intrapersonal, or professional)
11. Focuses his managerial and entrepreneurial behaviour - from his own outlook on life - on core values which contribute to the care of human beings and the world.
12. Effectively identify and handle cultural differences within an international team in hospitality management.

Explanation about the origin and formulation:

•   Competence 1 is characteristic for the hospitality education programme and can be considered as being unique.
•   Competence 2 to 7 make up the common basis for the education programmes of higher professional education, which grant the degree in Business Administration (BA) in the Netherlands and the B. Com in South Africa.
•   Competence 8 originates from the domain competencies of the Bachelor degree of Commerce.
•   Competences 9 and 10 are common domain competences in all domains of the sector for higher economic education programmes.
•   Competence 11 and 12 are Stenden University specific.

Each academic year, students work on certain phase objectives, which ensure that the competences will be acquired after completing their studies.

Eleven competences form the basis of the education programme for the Bachelor's degree in Business Administration (BBA), Disaster Management

1.   Displays a vision on changes and trends in the external environment.
2.   Analyses policy problems and translates these in policy objectives and alternatives in preparation for decision-making
3.   Effectively manages Human Resources on operational and strategic levels.
4.   Organises, controls and improves organisational and logistical processes.
5.   Analyses the financial and legal aspects of an organisation and its environment.
6.   Develops, implements and evaluates change processes.
7.   Develops constructive relationships in an international context through effective social and communication skills.
8.   Displays the ability for effective self-management.
9.   Displays leadership capability in a value driven manner contributing to the care of human beings and the world.
10. Effectively identify and manage cultural differences within different contexts.
11. Shows ability in the execution of technical skills in key areas of the different phases of disaster management. *(Risk assessment, setting refugee camps, organising a convoy (through hostile environment), setting up communication lines, use GPS/navigation, IT skills, setting up supply lines, food/goods distribution, first aid)*

Year 1	Year 2	Year 3	Year 4	Graduation Outcomes
1.1 Understand external analyses of changes and trends and the relevance of these for the operational working processes and understand the importance of the developments of networks, chains and relations.	2.1 Anticipate on changes and trends in the external environment and develop a vision on changes and trends with the aid of networks and relations.	3.1 Develop a holistic vision about changes and trends in the external environment and the development of relations, networks and chains.	4.1a Able to access and interact with established networks, chain and relations or initiate relationships in operational context. 4.1b Collect, evaluate and consolidate data relating to the external environment, existing or required relationships, networks and chains in support of a research problem or as a context to a research problem	Display a vision on changes and trends in the external environment
1.2 Understand the relevance of policies at various levels and act accordingly.	2.2 Write policy plans at departmental level.	3.2 Analyse and design policy at organisational level.	4.2 Able to analyse policy impact and adjustment requirement issues in an operational and research context.	Analyses policy problems and translate these in policy objectives and alternatives in preparation for decision – making.
1.3 Understand Human Resource Management theories and strategies.	2.3 Apply Human Resource Management theories and strategies at departmental level.	3.3 Analyze Human Resource Management theories and strategies at organisational level in view of the strategy of the organisation.	4.3 / 4.4 Able to identify, reflect on and make change recommendations resultant from the analysis of potential strategic human resources and the impact of organisational processes on operational level.	Effectively manages Human Resources on operational and strategic levels.
1.4 Understand the key management and organisational functions.	2.4 Design, control and improve the company or organisational processes.	3.4 Design, control and improve the company or organisational processes, based on strategic objectives and		Organises, controls and improves organisational and logistical processes.

		quality assurance.		
1.5 Understand and describe the financial and legal aspects, internal processes and the operational -or organisational- environment and make simple analyses and internal reports.	2.5 Manage internal processes with instruments of management accounting, law, business administration and research.	3.5 Analyse the financial and legal aspects, internal processes and the operational - or organisational- environment in order to strengthen connection and interaction. (*end level)	4.5 Able to collect, evaluate and consolidate data relating to financial and legal aspects, internal processes and the operational or organisational environment in support of a research problem or as a context to a research problem	Analyses the financial and legal aspects of an organisation and its environment.
1.6 Recognise the need for changes and distinguish the steps of a change process.	2.6 Develop, implement and evaluate a change process at departmental level.	3.6 Develop, implement and evaluate a change process within an organisation in a creative and organisationally sensitive way.	4.6 Able to participate in and contribute to change processes as per identified goals and objectives in an operational environment.	Develops implements and evaluates change processes.
1.7a Demonstrate correct verbal and non-verbal business correspondence in English and communicate accordingly. 1.7b Demonstrate basic verbal and written communication skills in Spanish and French.	2.7a Communicate in English at all organisational levels; design and write policy plans, inform, consult, create support, stimulate, motivate, persuade and express resolutions. 2.7b Demonstrate operational, verbal and written communication skills in Spanish and French.	3.7 Adjust attitude to the social context in all types of communication (including external parties).	4.7a Able to demonstrate social and communicative competence within the operational context in an organisation. 4.7b Demonstrate the use of all relevant types of communication in support of the planning, execution and presentation of a research project.	Develops constructive relationships in an international context through effective social and communication skills.

1.8a Can describe the personal possibilities and pitfalls with regard to learning, result-oriented working, taking initiative, operating independently and flexibly.	2.8a Can in educational situations with coaching adjust personal development with regard to learning, result-oriented working, taking initiative, operating independently and flexibly, to the demands of the specific situation.	3.8a Can independently of others steer and regulate, in situations related to the profession, personal development with regard to learning, result-oriented working, taking initiative, operating independently and showing flexibility.	4.8a Demonstrate self-management competences in support of learning opportunities accessed and used during the experiential learning phase within an organisation.	Displays the ability for effective self-management.
1.8b Can, through reflection and with coaching, describe the development of personal competences and describe which aspects of the competences need attention.	2.8b Can develop a plan of action for the development of underdeveloped competences.	3.8b Can independently, on the basis of a plan of action, steer personal competence development.	4.8b Demonstrate the ability to develop personal competences in the planning, execution and presentation of a research project.	
1.9 Has knowledge of own values and of the universal core values that contribute to the care of human beings and the world.	2.9 Connect the universal core values to own daily professional behaviour.	3.9 Apply the universal core values in own professional behaviour and in the culture of a company.	4.9 Apply personal and universal values in own area of responsibility within the operational environment.	Displays leadership capability in a value driven manner contributing to the care of human beings and the world.
1.10 Familiarises self with the theme of intercultural society and can empathise with individual and intercultural diversity and people with various backgrounds.	2.10 Can create a link between ethical (intercultural and international) themes and the culture of an organisation and explain the added value of cultural or individual diversity.	3.10 Is willing and able to handle intercultural differences effectively and can explain why paying attention to the ethical side of the business culture is an indispensable part of (intercultural) management.	4.10a Is capable of maintaining effective teamwork and inter-cultural awareness within the operational environment.	Effectively identify and manage differences within different contexts.
			4.10b Able to address issues related to cultural differences through the collection,	

			consolidation, analysis and evaluation of information relating to an identified research problem.	
1.11 Demonstrate knowledge of technical skills in the key areas of the different phases of disaster management	2.11 Apply technical skills in the key areas of the different phases of disaster management	3.11Ccan independently execute technical skills in the key areas of the different phases of disaster management	4.11 Evaluate technical skills in the key areas of the different phases of disaster management	Shows ability in the execution of technical skills in key areas of the different phases of disaster management.

View on the relation between education and the field

A lot of attention is paid to the practical and usable knowledge required for the field. Therefore, each module has a supporter from the field, who gives feedback and input to the content of the module. In addition to knowledge of the field, the professional should have the capacity to think and act in both an analytical and problem solving way. Furthermore, an important role is played by non-cognitive factors, such as perseverance, teamwork, creativity, willingness to work, and a capacity to reflect upon one's own skills and professional attitude. Educational institutions need to pay attention to such factors. Therefore, a problem and practice aimed approach is necessary, with objectives and study contents based upon the future professional performance.

View on the relation between education and the field

A lot of attention is paid to the practical and usable knowledge required for the hospitality / disaster management field. Therefore, each module has a supporter from the industry, who gives feedback and input to the content of the module. In addition to knowledge of the field, the professional should have the capacity to think and act in both an analytical and problem solving way. Furthermore, an important role is played by non-cognitive factors, such as perseverance, teamwork, creativity, willingness to work, and a capacity to reflect upon one's own skills and professional attitude. Educational institutions need to pay attention to such factors. Therefore, a problem and practice aimed approach is necessary, with objectives and study contents based upon the future professional performance.

View on future developments

Important developments observed in various fields are quality care in the field of economic services, inter-culturalisation, financial-economic developments, internationalisation, technology and its consequent legal developments, automation, the increasing interest in environmental and social responsibility and the quest for meaningful hospitality. These developments are extensively discussed in the professional profiles, educational profiles and educational objectives.

The modular organisation of Stenden South Africa's educational programme offers the opportunity to react flexibly to future developments in the field, and consequently will always offer an up-to-date educational programme.

2A.3 Views on learning and teaching
View on learning and education.

Stenden South Africa uses Problem Based Learning (PBL) in its courses. In Problem Based Learning, learning is thought to be the process of actively acquiring and processing information that changes the behaviour of the student in a relatively irrevocable way. This acquired knowledge, being of a cognitive nature, may also be of an affective or psychomotor nature.

We have chosen to use PBL and CBL (Case based learning) in our courses as this approach supports our view on learning and requires an active study attitude on the part of the students.

Our primary motive for choosing PBL is the fact that in PBL the individual student is responsible for what and how he/she learns. An educational system that compels students to study actively is generally more motivating than a system that does not encourage active study.

PBL changes a student's attitude towards studying that may lead to a lifelong increase in self-study and personal responsibility. During PBL sessions, students learn that their current knowledge is often not sufficient to address the problem they are confronted with. Through the PBL process, the students learn the problem solving process that will allow them to tackle problems in future (professional) situations.

The secondary motives for choosing PBL are:

- Social motive: Working on PBL tasks in small study groups stimulates the development of co-operation.
- Educational-didactic motive: The PBL method 'forces' students to develop personal discipline and an ongoing working rhythm.
- Educational contents and methodical motive: As opposed to the lecture/exam approach in which students often learn only specific significant information, the PBL approach stimulates gaining a broad array of knowledge by presenting a carefully chosen problem as a starting point. It promotes the integration of various disciplines. In addition to acquiring knowledge and skills, the PBL session gives the student the opportunity to practice and use the knowledge and skills gained.

Didactic principles

An educational institution willing to give a didactic form to the above views on the relationship between education and the field, future developments, and learning and teaching, should be aware of the tension that exists between the freedom of the PBL group on the one hand, and the need for uniform objectives for all students on the other hand. Group education only works well if the personal responsibility and initiative of the students is stimulated and respected. PBL groups deal extensively with subjects such as co-operation, learning how to formulate, problem solving, and decision-making.

From a didactic point of view, the above is expressed in the educational objectives of the programme. The objectives describe:

- What problem definitions students should work on during the educational process.
- Which cognitive and social skills students should realise.

The primary conditions considered when organising educational situations are:

- Activation of the student's prior knowledge - refers to the starting position of the students;
- Relationship to the hospitality field - refers to offering students tasks in a context that resembles the future professional practice as much as possible;
- Active participation and application of knowledge by the students.

These three conditions are met in the problem-based approach to learning. Problem based education recognises and emphasises the interactive aspect of learning. Learning using a problem stimulates students to discuss study and use their knowledge. A well-formed learning arrangement contains tasks

and assignments to be worked on in the PBL group, small groups, and other interactive didactic methods such as laboratory courses and tutorials.

Problem based learning meets the third condition when, during the process of learning, analysing the problem and acquiring knowledge takes place systematically and through established procedures.

Other, more secondary, conditions essential for a successful problem based learning process concern:

- The knowledge a student has about PBL before he/she starts a study using this concept,
- The skills of the student for co-operation with other students in a PBL group with an alternating chairship;
- The social and communicative abilities of the counselling lecturers;
- The mutual co-operation of lecturers. Lecturers need to agree on the problems constructed, the realisation of the counselling task, and the assessment method of study results and programmes.

Role and responsibility of the students

Students play an active role in Stenden South Africa's education. Aside from acquiring and processing information on a highly independent and active basis in PBL they are continuously challenged to reflect on the learning and group processes they have experienced. Students are frequently asked to contribute to the development, evaluation and direct and indirect quality improvement of our education by participating in the module planning groups for the development of educational programmes, panel discussions with student-evaluators, and Stenden South Africa's discussion and decision-making structure. The structure of the practical education and the organisation of our student counselling system stimulate our students to increasingly reflect on their personal attitude, skills and future choice of career.

Role and responsibility of the lecturers

Problem based learning results in an essentially different role for our lecturers. In traditional instructive teaching, a lecturer's main task is to transfer knowledge while in problem based learning lecturers may be seen as managers of the educational process. Their activities consist of the four classic management functions.

- Together with colleagues, they determine the goals of the educational programme within the framework of Stenden South Africa's established (Education specific) objectives.
- They plan the students' learning activities according to the concept of problem-based learning.
- As student counsellors, they stimulate their students and control whether they perform an adequate amount of the learning activities.
- Finally, they check periodically to see if the set objectives have been met satisfactory.

The development, realisation and evaluation of the educational programme demand a lot of willingness to co-operate on the part of lecturers.

In the context of problem based learning, lecturers have five 'functions' to fulfil in order to realise their role as tutor in PBL sessions. They are designers of problems, stimulators, process controllers, assessors and subject specialists. Stenden South Africa assumes, as a principle, that the skills to fulfil those five functions are united in one person.

2A.4   Admission policy
Stenden South Africa has two intake moments per academic year: January and July. To be admitted to degree studies, a student must comply with the following requirements:

South African applicant's minimum admission requirements as gazetted in the higher education act No. 101 of 1997:

Students who have completed their schooling through the South African schooling system must have qualified for the National Senior Certificate and have met the minimum requirements for admission to bachelors' degree as gazetted for admission to higher education. In order to obtain admission to Stenden South Africa Bachelor of Commerce in Hospitality management a student must have met the above minimum requirements, together with English passed with at least 50%.

Other certificates / entrance requirements are:

- Senior Certificate (Grade 12) with at least a D pass in English and at least 2 years relevant industry experience;
- Senior Certificate (Grade 12) with at least a D pass in English and at least 1 successful tertiary academic year in a related field and a SAQA registered programme that counts at least 120 credits; or
- Another higher education qualification from a registered higher education institute.

 Since English is the language of instruction, further criteria for this language are:

- South African Senior Certificate undergraduate applicants to Stenden South Africa must have achieved a pass or higher in English at Senior Certificate/Further Education and Training Certificate level.

For non-SA residents, the following criteria apply:

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

Refer to the Stenden South Africa Admission Policy for full details.

2 A4.1 International Students

International students who wish to enrol and register at Stenden South Africa must submit their school leaving qualification to USA for evaluation to ascertain whether the requirements for entry to Higher Education in South Africa are met – www.universitiessouthafrica.org.za

2A4.1.1Mature Applicants

In exceptional cases, mature applicants who do not satisfy the requirements detailed above may be admitted if there is evidence that they possess the intellectual and technical abilities to complete the programme successfully. For this purpose a mature applicant shall be defined as one aged 23 or more. A National Senior Certificate is a requirement.

The final decision about admission is made by the Exam Committee. Stenden South Africa has the right to accept/reject any application and will inform each applicant in writing of the outcome of the application.

 2A4.2 Exemption policy

Students who want to apply for exemptions must send a request in writing to the Secretary of the Exam Committee. The request must be handed in together with proof of prior education and or prior work experience. Exemption can only be granted after admission to the programme.

Recognition of Prior learning is exercised at Stenden South Africa. Refer to the Stenden South Africa Recognition of Prior Learning Policy.

Certificate of Good Conduct

Before students of other South African universities are permitted to study at Stenden South Africa, they may be required to submit a certificate of good conduct and a full official academic record.

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

2A.5 Stenden South Africa education and practical training

Function and objectives of practical training

Integration of theory and practice is one of our main education policy principles. It provides students with better preparation for a professional career in the hospitality industry. The educational programme has a thematic structure rather than being a compilation of individual subjects. The year and module themes have a relationship with the future professional activities of our students. Problem Based Learning also contributes to the integration of theory and practice as it continuously confronts our students with problems from the hospitality industry. Industrial placement during the course allows the students to acquire knowledge, insight and skills relating to their professional performance in the industry. The students also acquire insight in social and (inter) cultural situations in relation to companies in the industry, and develop a professional attitude.

During the educational programme, there are many opportunities for internal and external practical hospitality management training.

Students will be placed in our restaurant facility for different kinds of F&B functions. 3rd year students are appointed as department managers, 2nd year students as supervisors / coaches, whereas the 1st years will be active in operational positions to refine their basic skills.

During the first semester of the first year, students will do Work Based Learning (WBL) in The My Pond Hotel in different departments.

The last semester of the programme consists of the industrial placement of 21 weeks (740 credits) performed during the third year. The business improvement project is an integrated part of the industrial placement and often consists of a research question from the placement company.

There are also guest lectures by individuals from the hospitality industry. The management of Stenden South Africa also organise company presentations and forums to help students choose a company for their industrial placement. The industry also represents itself through the selection of applicants.

The practical modules in the educational programme

Students will be placed in the hotel learning facility (My Pond Hotel) for a number of weeks in their 1st, 2nd and 3rd year at an operational, tactical and a management level.

The first year

In their first year, students are placed at an operational level in the modules 'Hospitality Operations' and 'Real World Learning'. During these modules, students work in the kitchen production process learning practical skills such as cooking and cutting techniques and the basics of hygiene and nutrition. They function in various restaurant formulas acquiring practical skills such as waiting techniques and the tasting and selling of wine and learn about nutrition and cost calculations. Students also work in the reception and housekeeping departments acquiring practical skills such as checking guests in and out, handling the telephone system, and cleaning rooms

The second year

In their second year during the module 'Hospitality Operations Performance' students work in the different departments of a hotel approved by Stenden South Africa for a week after which they will have the opportunity to assist a departmental manager of that hotel for a week. This industrial orientation can be done in a property selected by Stenden South Africa, though students are also invited to present properties they have contact with.

The third year

During the first semester of the third year, students act as department managers and manage a department in the Stenden Restaurant. Practical skills are extensively practised such as the managing and coaching of first and second year students, managing the service process for the various guests, creativity, project management, human resource management, financial management, quality care and the balanced score card.

(FIRST YEAR)

Function and objectives of practical training

Disaster Management

Real World Learning, excursions and field research are important elements within the four-year Disaster Management BBA. This first year focuses on the fundamental aspects of Disaster Management. These aspects can be divided into the following parts: *First Aid, Basic Fire Awareness, Management of Hazardous Materials, Refugee camp and* Character Building. Visits to a variety of national key points, vulnerable points and different Disaster Management Centers are planned for this year. The exact dates, programs and all necessary information for all practical trainings of this first year will be provided in due course.

First Aid
(16 hours facilitation presented over two days)
This First Aid Level 1 course will enable students to respond to medical, injury or environmental emergencies effectively and efficiently as required by the OHS act. It is an interactive first aid training course that allows plenty of time for the students to practice the skills of cardio-pulmonary resuscitation (CPR), splinting, bandaging and to stop bleeding. An automated external defibrillator (AED) is also introduced during training. The basic principles of personal safety as well as ensuring that first aid is rendered in a safe environment are also an integral part of the training conducted.

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

Basic Fire Awareness Training Course
(4 hours)
Fire prevention, confinement, extinction as well as evacuation and alerting the fire department in an emergency situation are essential information for any corporate employee to have! The basic fire awareness training course revolves around each of the above topics. This basic fire training course is ideal to equip students with the skills and knowledge needed to contain to prevent or contain any fire – an absolute must in Disaster Management.

On successful completion of the course of Basic Fire Awareness course attendance certificate will be awarded.

Refugee camp

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

- Situation analysis
- Determine a suitable location for the camp
- Determine requirements
- Number of refugees
- Standard plan for tented camp
- Order to get necessities (make use of all service providers – local governments, SANDF, social service organizations, all NGO's in the field, Red Cross, Gift of the Givers, etc.)

Character Building
(3 days)
Character building is a practical exercise within a controlled, simulated environment to let the student experience some elements of day within the live of a refugee. The following issues will be discussed: to run simultaneously, interwoven with the practical components, refugee camp management, weapons training and then added as a practical exercise, a field experience where the students will have to endure a route march, use compass & GPS technology, some map reading and experience a survival exercise.

Beach hikes, practical interaction with the NSRI and character challenges will also be part of the practical component of the programme.

Integration of theory and practice is one of our main education policy principles. It provides students with better preparation for a professional career in the disaster management industry. The educational programme has a thematic structure rather than being a compilation of individual subjects. The year and module themes have a relationship with the future professional activities of our students. Problem Based Learning also contributes to the integration of theory and practice as it continuously confronts our students with problems from the disaster management industry. Industrial placement during the course allows the students to acquire knowledge, insight and skills relating to their professional performance in the industry. The students also acquire insight in social and (inter) cultural situations in relation to companies in the industry, and develop a professional attitude.

(SECOND YEAR)

Function and objectives of RWL

Disaster Management

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

Real World Learning - Ndlambe Municipality

The second year students will be involved in the Disaster Management Center of the Ndlambe Municipality.

At least 24 hrs. per module will be spent within the DMC towards assistance of the total upgrading of the center. Detailed information re the project will be communicated with the students.

First Aid
(24 hours facilitation presented over three days)
This First Aid Level 2 course will enable students to respond to medical, injury or environmental emergencies effectively and efficiently as required by the OHS act. It is an interactive first aid training course that allows plenty of time for the students to practice the skills of cardio-pulmonary resuscitation (CPR), splinting, bandaging and to stop bleeding. An automated external defibrillator (AED) is also introduced during training. The basic principles of personal safety as well as ensuring that first aid is rendered in a safe environment are also an integral part of the training conducted.
The First Aid Level 3 training course meets the South African Department of Labour's standards and guidelines as stipulated in the OSH act. A Department of Labour approved First Aid Level 3 certificate valid for 3 years will be issued on successful completion of training. Evaluation requirements include a written test as well as a practical skills test on one person CPR.

Refugee camp

(1 day, as part of a field visit)
This will be an exercise in logistics, planning and liaison with a wide range of role players, service providers and then eventually the visit to a Refugee camp.

- The students will work on the evaluation of the camp and report back on:
- Situation analysis
- The location for the camp
- Number of refugees
- A list of all the role players involved in the camp, as well as their contact details.
- A basic logistics check list for the specific camp.

Character Building

(As per module programme)

Character Building is a continuous exercise of challenges running simultaneously, interwoven with the practical components, Beach hikes, practical interaction with the NSRI and character challenges will also be part of the practical component of the programme.

Integration of theory and practice is one of our main education policy principles. It provides students with better preparation for a professional career in the disaster management industry. The educational programme has a thematic structure rather than being a compilation of individual subjects. The year and module themes have a relationship with the future professional activities of our students. Problem Based Learning also contributes to the integration of theory and practice as it continuously confronts our students with problems from the disaster management industry. Industrial placement during the course allows the students to acquire knowledge, insight and skills relating to their professional performance in the industry. The students also acquire insight in social and (inter) cultural situations in relation to companies in the industry, and develop a professional attitude.

Coaching and assessment
For practical training within the regular educational programme of Stenden SA, lecturers and practice supervisors are responsible for coaching and assessment. During the industrial placement the placement

company also provides a practice supervisor. For information about assessment, please refer to the relevant paragraphs of the educational programme.

Preparations for industrial placement/self-management
Throughout the three years at school, students prepare for their industrial placement and eventually the job market through a system of self-management. They discuss with their personal coach their experiences in the learning company, Industrial Orientation and company presentations. Through these discussions, the students acquire insight in their capabilities and interests and the endless job opportunities in the disaster management field.

Students discuss the details of their 10 month industrial placement with the Senior Lecturer of year 3. Industrial placement is the final stage of the student's training and some students receive offers for permanent positions in their industrial placement company.

Coaching and assessment

For practical training within the regular educational programme of Stenden South Africa, lecturers and practice supervisors are responsible for coaching and assessment. During the industrial placement the placement company also provides a practice supervisor. For information about assessment, please refer to the relevant paragraphs of the educational programme.

Preparations for industrial placement/self-management

Throughout the first two and a half years (hospitality students) and first three years (disaster management students) at school, students prepare for their industrial placement and eventually the job market through a system of self-management. They discuss with their personal coach their experiences in the learning company, Industrial Orientation and company presentations. Through these discussions, the students acquire insight in their capabilities and interests and the endless job opportunities in the hospitality industry.

Hospitality Students discuss the details of their 21 weeks industrial placement with the Industrial Placement Coordinator, Mr. Andre Steyn. Industrial placement is the final stage of the student's training and some students receive offers for permanent positions in their industrial placement company.

Disaster Management Students discuss the details of their 10-month industrial placement with the Industrial Placement Coordinator, Mr. Pieter Smit. Industrial placement is the final stage of the student's training and some students receive offers for permanent positions in their industrial placement company.

2A.6 Internationalisation: Grand Tour®

In general

Within Stenden University, internationalisation plays an important role due to

- Intercultural competencies are an important part of professional skills;
- Gaining international experience can be a plus when applying for a job;
- International experience can be the beginning of international career plans;
- International experience provides you with insight into other cultures, it broadens your horizons,
- International experience gives you the opportunity for personal development.

Internal internationalisation

Stenden South Africa demonstrates its internationalisation through its curriculum, the Exchange Programme for lecturers and students and the campus sites in various places around the world where our

educational programme is on offer. With 'The Grand Tour®' we try to give a contemporary version of the 17th-18th century ideal on educating students in which it was thought that students would get the best education by travelling the world and studying in various localities. Our students are able to take the Grand Tour® and continue their education by attending classes at one of the campus sites offering our programme in various countries around the world. Stenden South Africa students can participate in Grand Tour in their second and third year of study. Students interested in studying a semester or module abroad in Bangkok, Bali, Doha, or Leeuwarden can contact the Student Affairs Manager, Mrs. Ronel Bartlett for more information – admin@stenden.ac.za

Industrial placement abroad

Some students choose to perform their industrial placement abroad. They experience foreign cultures and acquire knowledge. Placement opportunities are available in a range of countries including Belgium, Germany, the United States of America, the United Kingdom, Austria, France, the Netherlands Antilles, China, Thailand, Indonesia, Jamaica and Aruba. A complete overview can be obtained from the Industrial Placement Coordinators.

2A.7 Internationalisation
The Stenden South Africa programmes are for both South African and foreign students who want to take a Management degree programme with an international orientation. All courses are taught in English.

2A.8 Grand Tour® students hosted by Stenden South Africa
The number of foreign exchange students studying at Stenden South Africa for a limited period is significant. Many activities are organised to guarantee a pleasant study time for these students. In principle, exchange students may follow all English modules of the Stenden South Africa programme from year 2. In addition Stenden South Africa offers several minors for Grand Tour students: Wildlife Management, Lodge Management, Entrepreneurship, Event Management, Humanitarian Assistance Management, Tourism Management, Advanced Wine Studies, International Human Resources Management, Change and Innovation and different Internships.

2A.9 Academic Calendar
The academic calendar 2018 is available on: Student Manager: www.stenden.studentmanager.com

Re-writes of tests take place during the normal testing moment, in week 9 of each module. Students wishing to do a re-write must register with Gavin Timm, Student Administration by the Wednesday of the 5th week of the module, 12.noon.

2A.10 Study Hours and Times
Refer to our scheduling on Student Manager

2A.11 General notes on word processing
Stenden South Africa requires that all student papers, reports, and minutes be typewritten (prepared using the computer). During assessment of various module tasks and the written assignment in the first year, points are given for skills in Word.

Computer labs are available for student use. The computer laboratory of the school uses the English version of the software programs. Instruction is given on Excel in the first study year. Students are expected to master Word and PowerPoint by self-study. For this, books are available in the library.

2B   Curricula Disaster Management and Hospitality Management
2B.1   Organisation and Structure DM

 Curriculum Year 1, 2, 3 and 4

Starting dates:

<u>Orientation Weeks</u>	29 January 2018 / 16 July 2018
<u>Semester 1</u>	05 February 2018
<u>Semester 2</u>	23 July 2018

2B.2 Curriculum structure – BBA Disaster Management

The four-year curriculum of Stenden South Africa consists of a foundation phase of one year, and a post-foundation phase   of three years. All years of the programme are divided into two semesters of two modules each. The programme operated   by our Education can be depicted as follows:

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

Study load of the Disaster management Curriculum Stenden South Africa

The South African regulations require that students should do a minimum of 480 credits in order to obtain the BBA degree. A   minimum of ten hours of learning activities equals one credit.
There are a minimum of 30 credits per module per academic year, and four modules per academic year. The study weeks   are compulsory and a student cannot pass a year without successfully completing the study weeks, community hours and   personal coaching assignments related to the career development programme. In the fourth year students do 10 months of   industrial placement for 80 credits.
To pass a module, students have to obtain an average of 55% for the module and may not fail any sub-norms for which the   pass mark is 55%.
All educational activities including lectures, PBL meetings, individual study, introduction lectures, self-management/personal   coaching, industrial orientation, tests, writing module assignments etc. are included in the calculation of the study load and   are therefore taken into account when determining the credits.
The study load for the foundation year is 120 credits, and the study load for the post-foundation phase is 360 credits.

Disaster Management Curriculum Curriculum

Curriculum Elements	Credits	Hours
The Context of DM	20	200
Intro Research	10	100
Human Resources Management	20	200
Buss.Comm I	10	100
Project Management (Theory) Intro to Economics	20	200
	10	100
Disaster Management Planning and Implementation	20	200
Disaster Management Communication I	10	100
Total	**120**	**1200**
Research Methodology Field Research I	20	200
	10	100
Logistics Business Communication II	20	200
	10	100
Conflict Management and Humanitarian Security Law	20	200
	10	100
Disaster Response Role Players and Relationships	20	200
Intro to AccountingI	10	100
Total	**120**	**1200**
Strategic Management Financial Management	20	200
	10	100
Managing climate change and its effects Field Research II	20	200
	10	100
Minor: Peace building and conflict resolution Minor: Community building and risk/vulnerability reduction Minor: Climate change, severe weather and disasters Minor: Food security in Africa Minor: International Protocol and	60	600
Total	**120**	**1200**
Internship	80	800
Research: Bachelor thesis	40	400
Total	**120**	**1200**

2B.3 Enrolment for modules DM

All students will be automatically enrolled for their modules when fees have been paid. When a student requires redoing an   entire module, he / she should notify the Student AffairsManager of the changes in his route.

2B.4 Curriculum Yr 1,2,3,4 DM

Senior Lecturer Year 1: Mrs. T. Friderichs (MCom Economics)

Year 1 focuses on an Operational Level with an awareness focus on Disaster Management, Policy and Planning. Modules   offered in the first year:

Orientation Weeks

Semester 1

The Context of Disaster
Management Introduction
to Research
Human Resources Management
Business Communication I

Semester 2

Project Management (Theory)

Intro to Economics
Disaster Management Planning and
Implementation and DM Communication

Year 2 Modules offered within the second year:

Semester 1
Research
Methodology   Field
Research I

Logistics Management
Business
Communication II

Semester 2

Conflict Management and
Humanitarian Law
Disaster Response Role Players and
Relationships Intro to
Accounting

Year 1 Module 1: The Context of Disaster Management and Introduction to Research	
Study Load	300 Hours

SA Credits	30
Desired entry level	Admission policy Stenden SA
Module Objectives	After participating in this module, student: 1. Explains the phases of the Disaster Management cycle 2. Has knowledge of the historical context of Development Management and Humanitarian Assistance 3. Is aware of the importance of coherence within the field of Disaster Management 4. Collects, practises methods of, interprets and judges (quantitative and qualitative) data related to Disaster Management. 5. Analyse and compare processes utilised in the domain of DM. 6. Explains the criteria for and the variety of interventions within the field of DM. 7. Identifies and evaluates the risk profiles and mitigation requirements impacting on individuals involved in Humanitarian Assistance / Disaster Relief activities and organisations. 8. Is aware of the importance of connecting humanitarian assistance to development programmes (Linking Relief, Rehabilitation and Development, LRRD). 9. Knows what is meant by 'internal and external environment' and describes the internal and external factors within DM. 10. Has an elementary understanding of the nature of budgeting. 11. Knows the framework and principles of a Risk Assessment and formulates objectives of a Risk Assessment. 12. Is aware of the importance of connecting humanitarian assistance to development programmes (Linking Relief, Rehabilitation and Development, LRRD). 13. Understanding of the generic principals of management within the DM context. 14. Understanding of organisational processes within the DM context. 15. Understanding of logistics within the context of DM 16. Shows that he/ she is aware of cultural differences and approaches others in an open, unprejudiced and respectful manner. 17. Is able to select and motivate specific approaches relevant to the optimising of operational structures used as refugee camps and other Humanitarian Assistance / Disaster Relief premises and service centres in support of the obtaining of safety and efficiency from a logistical perspective Analyse and compare design processes utilised in the

	domain of Humanitarian Assistance in relation to the meeting of identified refugee needs
Module Content	Students will focus on the introduction and context of disaster management. They will also be taught basic introduction to Research for use in the disaster management field.
Educational methods	PBL, lectures, workshops, guest lectures, practical training, Work Based Learning.
Assessment	Individual written mid module and module tests, practice participation (personal competences), technical competences, PBL participation, and a module assignment.

Module Objectives	After participating in this module, the student:
	1. Has knowledge of internal processes, corporate cultures and the connection and interaction with partner organisations in the field of DM and is aware of organisational strategies with regard to accountability matters
	2. Can use and apply Human Resources Management theory and practices in support of the execution of personnel management requirements at operational level in support of the addressing of specific projects and interventions in the field of DM.
	3. Knows and understands Human Resources Management (HRM) theories and models with regard to recruitment, selection and appraisal of staff.
	4. Investigates and reflects on the people/task orientation towards project management given consideration to DM environment, cultural differences and use of networks involved in service delivery and interventions.
	5. Use and apply Human Resources Management principles in support of the operational strategy of a DM organisation
	6. Knows and understands the phases of Change Management in organisations
	7. Demonstrate correct writing conventions appropriate to purpose and context
	8. Demonstrate effective oral communication skills in various formats and for various purposes
	9. Knows and understands introductory level vocabulary, grammar and pronunciation (French)
	10. Writes in French with novice fluency and accuracy using basic phrases, first level elementary grammar structures, vocabulary, and syntax
	11. Demonstrates the ability to read and comprehend short and simple narratives with minimum fluency and accuracy (French)
	12. Demonstrates the ability to read and comprehend short and simple narratives Knows and understands basic phrases of the language so as to support basic communication in a 2nd and / or 3rd language (French) with minimum fluency and accuracy
	13. Knows and understands basic phrases of the language so as to support

	basic communication in a 2nd and / or 3rd language (French)
	14. Recognises the personal possibilities and pitfalls regarding his/her own development with respect to learning.
	15. Transfers knowledge to others, taking cultural differences and the needs of the primary stakeholder into account.
	16. Describes the personal possibilities and pitfalls regarding his/her own development with regard to taking initiative and result-oriented work.
	17. Understands Corporate Social Responsibility and explains People Planet Profits Models.
	18. Develops a service directed attitude and thinks along about objectives and plans for the NGOs and GOs within the context of Humanitarian Assistance.
	19. Can evaluate and reflect on ethical and intercultural challenges associated with service provision within the DM environment
	20. Can evaluate and reflect on ethical and intercultural challenges associated with service provision within the DM environment
	21. Shows that he/ she is aware of cultural differences and approaches others in an open, unprejudiced and respectful manner.
	22. Is able to select and motivate specific approaches relevant to the optimising of operational structures used as refugee camps and other Humanitarian Assistance / Disaster Relief premises and service centres in support of the obtaining of safety and efficiency from a logistical perspective
	23. Analyse and compare design processes utilised in the domain of Humanitarian Assistance in relation to the meeting of identified refugee needs
Module Content	Students will focus on human resources management theories and practices. They will also be taught basic French communication for use in the disaster management field.
Educational methods	PBL, lectures, workshops, guest lectures, practical training, Work Based Learning.
Assessment	Individual written mid module and module test, French presentation, practice participation (personal competences), technical competences, PBL participation, and a module assignment.

Year 1 Module 3: Project Management Business Communication 1	
Study Load	300 Hours
SA Credits	30
Desired entry level	Admission policy Stenden SA
Module Objectives	After participating in this module, the student:
	1. Is familiar with the principles of Project Cycle Management and can relate them to the professional field of Humanitarian Assistance. 2. Can investigate and explain the principles of project management, the role of the project manager, the key features of a project and the managerial aspects of project development as it applies to the project life cycle, risk management and product delivery requirements. 3. Has an elementary understanding of the nature of budgeting. 4. Applies technology for monitoring and reporting in a DM context. 5. Uses IT tools for project monitoring and reporting. 6. Knows PDCA cycle, linear and cyclic phase concepts and strategic implementation concepts.
Module Content	Students will focus on the theory of project management and the project management cycle. They will also be taught basic Spanish communication for use in the disaster management filed.
Educational Methods	PBL, lectures, workshops, guest lectures, practical training, Work Based Learning.
Assessment	Individual written mid-module and module test, Spanish presentation, practice participation (personal competences), technical competences, PBL participation and a module assignment.

Year 1 Module 4: Disaster Management Planning and Implementation and DM Communication	
Study Load	300 Hours
SA Credits	30
Desired entry level	Admission policy Stenden SA
Module Objectives	After participating in this module, the student: 1. Identifies and evaluates the risk profiles and mitigation 2. Requirements impacting on individuals invovled in Humanitarian Assistance / Disaster Relief activities and organisations. 3. Analyse and compare processes utilised in the domain of DM. 4. Identifies and evaluates the risk profiles and mitigation requirements impacting on individuals involved in Humanitarian Assistance / Disaster Relief activities and organisations. 5. Explains the criteria for and the variety of interventions within the field of DM. 6. Has an elementary understanding of the nature of budgeting. 7. Analyses and describes internal and external environment of a DM organisation / international NGO in the field and links this with the SWOT theory and model. 8. Knows the main national and international climate change frameworks. 9. Applies technology for monitoring and reporting in a DM context. 10. Can explain the principles and reqirements of quality assurance form a DM service delivery and intercultural context. 11. Knows and understands the effects of climate change on Planning.
Module Content	Students will focus on disaster management planning frameworks and the concept of sustainable development. Students will also be introduced to the basic concepts of applied research.
Educational methods	PBL, lectures, workshops, guest lectures, practical training, Work Based Learning.
Assessment	Individual written mid-module and module test, English presentation, practice, participation (personal competences), technical competences, PBL participation, and a module assignment.

	Year 2 Module 1: Logistics Management and Business Communication 2 module		
Desired entry level	**Admission policy Stenden SA**		
Study Load	**300 Hours**		
SA Credits	**30**		
Desired entry level	**Admission policy Stenden SA**		
Module Objectives	1. After successfully completing participating in this module, students will be able to:
	2. Describe the process of planning, implementing and controlling the effective flow and storage of goods and services from point of origin to point of consumption.
	3. Be aware of the role of logistics in a DM organisation.
	4. Explain the systems approach to logistics in relation to logistical key activities including service, demand forecasting, inventory management, materials handling, order processing, packaging, communication, and distribution.
	5. Explain the integrated approach to logistics activities implementation in the planning and addressing of relief services (water and sanitation, relief, food security, preventative and curative healthcare, and shelter) in support of the concept of total cost reduction to the Humanitarian Assistance / Disaster relief organisation.
	6. Evaluate specific risks and vulnerabilities applicable to service delivery for Humanitarian Assistance / Disaster Relief and ways to protect personnel against these risks as it applies to the delivery of goods and serivces in human or natural disaster contexts.
	7. Understand the impact of weather conditions on operations.
	8. To identify and compare sourcing possibilities and suppliers in relation to Humanitarian Assistance and Disaster Relief activities and specialisations as per identified services and interventions requirements.
	9. Be able to support and or facilitate the coordination and mobilisation of resources in disaster response and recovery to reduce loss of life, property and damage to the environment through the use of appropriate response networks in line with organisational and service delivery requirements.
	10. Evaluate a wide range of sourcing possibilities and suppliers against pre-determined criteria in support of the planning and implementation of Humanitarian Assistance and Disaster Relief interventions in terms of volume, variety, variation in demand and visibility in line with identified service delivery and operational requirements.
	11. Evaluate a wide range of sourcing possibilities and suppliers against pre-determined criteria in support of the planning and implementation of Humanitarian Assistance / Disaster Relief interventions in terms of volume, variety, variation in demand and visibility in line with identified service delivery and operational requirements.
	12. Have basic knowledge of water and sanitation, relief, food security, preventative and curative healthcare, and shelter in the context of intervention management and policy making.
	13. Understand importance of the dissemination of appropriate information being conveyed to potential affected communities and ole players in support of humanitarian assistance / disaster relief operations.
	14. Demonstrate sensitivity for the social, economic and cultural differences and needs, particularly with respect to the

	distribution of goods, within communities affected by human or natural disasters.
	15. Be able to investigate and explain the principles of project management, the role of the project manager, the key features of a project and the managerial aspects of project development as it applies to the project lie cycle, risk management and product delivery requirements.
	16. Understand procedures and techniques that are available to logistician to establish effective and efficient solutions to problem.

	The 2nd year main function: students explore the core and complexity of Disaster Management operations.
Educational methods	PBL, lectures, workshops, guest lectures, practical training, Work Based Learning.
Assessment	Individual written mid module and module test, English presentation, practice participation (personal competences), technical competences, PBL participation, and a module assignment.

Module 2.4 : DM Roleplayers and RElationships	
Desired entry level	**Admission policy Stenden SA**
Study Load	**300 Hours**
SA Credits	**30**
Module Objectives	**After participating in this module, the student:** 1. Is aware of the importance of coherence within the field of Humanitarian Assistance. 2. Applies identified criteria sets in order to classify and compare different types of DM organisations and interventions in terms of its specific character and specialisations. 3. Evaluates disaster management policy framework(s) as it applies to the internal and external environment in preparation for the planning of humanitarian assistance / disaster relief interventions as part of an operational team. 4. Accesses the Humanitarian Practice Network and information channels in support of the planning of support services in response to identified needs and interventions. 5. Explains the criteria for and the variety of interventions within the field of DM. 6. National and international standards and indicators are used as a benchmark so as to evaluate local and organisational DM service delivery.

	7. Knows the most important rules and regulations in international law that play an important role in DM with regard to mandates, licenses, trade (purchase and import) environment and Human Rights.
	8. Identify relevant role-players in terms of designated specialisations and responsibilities in support of the effective management of outputs, goals and results against set objectives.
	9. Investigates and evaluates the issues and nature of corporate governance and the relationship of effective governance criteria and governance compliance

	requirements as applicable to the Humanitarian Assistance / Disaster relief organisation and the impact of these requirements in relation to other role- players, organisations and stakeholders.
	10. Has knowledge of conflict management and explains the differences between power based and unity based relations.
	11. Ability to take cognisance of and make provision for ethical and cultural differences and problems in the planning of DM interventions in the different phases of DM.
	12. Operate with civility inside and outside the operational environment with a focus on professional communication etiquette and ethical behavior.
	13. Extracts information from a policy plan and knows the structure of a policy plan.
	14. Can investigate and reflect on the requirements of inter-agency cooperation, networks and information channels in support of the coordination of project output and deliverables associated with effective project management within the field of Disaster Relief Management.
	15. The dissemination of appropriate information is conveyed to potential affected communities and role players in support of humanitarian assistance / disaster relief operations.
	16. Practises networking skills; knows the Humanitarian Practice Network and Humanitarian Practice Governance and accesses information channels.
	17. Evaluate specific risks and vulnerabilities applicable to service delivery for Humanitarian Assistance / Disaster Relief and ways to protect personnel against these risks as it applies to the delivery of goods and services in human or natural disaster contexts.
	18. Can investigate and reflect on, and develop, a project strategy based on the requirements of inter-agency cooperation, networks and information channels in support of the coordination of project output and deliverables associated with effective project management within the field of Disaster Relief Management.
	19. Recognise areas of change based on international benchmarking in support of change in the team, department or division.
	20. Is able to analyse an existing Humanitarian Assistance design against international standards and practices to contribute to Organisational strategy and change management.
	21. Has knowledge of internal processes, corporate cultures and
	22.
	23.
	24. the connection and interaction with partner organisations in the field of DM and is aware of Organisational strategies with regard to accountability matters.
	25. Is trustworthy and has a cooperative attitude towards other organisations and people, is sociable and culturally

	sensitive.
	26. Can identify and reflect on personal and universal core values as it applies to own behavior and the culture of an organisation operating in the field of DM.
	27. Demonstrate sensitivity for the social, economic and cultural differences and needs, particularly with respect to the distribution of goods, within communities affected by human or natural disasters.
	28. Ability to work in a team with various role players, with respect to logistical planning, implementation and management, considering people on grassroots level involved in Humanitarian Assistance / Disaster relief.
	29. Ability to take cognisance of and incorporate provision for ethical and cultural differences and problems in the planning of humanitarian assistance / disaster relief interventions in the phases of Relief, Rehabilitation and Development.
Module objectives	**Business Communication 2**
Module Content	**After participating in this module, the student:**
	1. Meets a number of practical writing needs in order to plan and produce short, simple communications, compositions, descriptions, and requests for information in texts based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings.
	2. Plan and produce short, simple communications, compositions, descriptions, and

	requests for information in texts based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings.
	3. Read and comprehend narratives with increased understanding in order to understanding texts dealing with a variety of basic and social needs with fluency and accuracy.
	4. Demonstrates the development of interpretive, interpersonal, and presentational communication skills in another language on an intermediate level.
	5. Demonstrate competence in the drafting and presentation of communication for public purposes, and the ability to use, interpret and construct correspondence utilising business jargon and terminology for various purposes and contexts.
	6. Read and comprehend narratives with increased understanding in order to understanding texts dealing with a variety of basic and social needs with fluency and accuracy.
	7. Develops interpretive, interpersonal, and presentational communication skills in another language at an intermediate level.
	8. Operate with civility inside and outside the operational environment with a focus on professional communication etiquette and ethical behavior.
	9. Has knowledge of and demonstrates understanding of the relationship among practices, and perspectives of cultures in support of the transfer of linguistic skills.
	10. Read and comprehend narratives with increased understanding in order to understanding texts dealing with a variety of basic and social needs with fluency and accuracy
	11. Develops interpretive, interpersonal, and presentational communication skills in another language at an intermediate level.
	12. Demonstrates the development of interpretive, interpersonal, and presentational communication skills in another language on an intermediate level.
	13. Has knowledge of and demonstrates understanding of the relationship among practices, and perspectives of cultures in support of the transfer of linguistic skills.
	14. Writes in English with intermediate fluency and accuracy using intermediate grammar structures, vocabulary, and
Educational methods	PBL, lectures, workshops, guest lectures, practical training, Work Based Learning.
Module Content	During this exploration phase, learning is directed from practical towards more tactic and strategic learning. During this phase, students deepen their knowledge of Disaster Management issues and of the dynamics of the field, and expand the range of practical methods and techniques.

Students become more able to transfer the skills and knowledge they |

	changing situations. Furthermore, students are encouraged to create new perspectives or solutions to problems in the field of Disaster Management. Students also continue developing management and interpersonal competences. The 2nd year main function: students explore the core and complexity of Disaster Management operations.
Assessment	Individual written mid module and module test, English presentation, practice participation (personal competences),

2.3 Conflict Management and Humanitarian Security Law

Educational methods	PBL, lectures, workshops, guest lectures, practical training, Work Based Learning.
Module Content	During this exploration phase, learning is directed from practical towards more tactic and strategic learning. During this phase, students deepen their knowledge of Disaster Management issues and of the dynamics of the field, and expand the range of practical methods and techniques. Students become more able to transfer the skills and knowledge they have attained to changing situations. Furthermore, students are encouraged to create new perspectives or solutions to problems in the field of Disaster Management. Students also continue developing management and interpersonal competences.
Assessment	Individual written mid module and module test, English presentation, practice participation (personal competences),

Year 3 2018

Module 1

Strategic Management and Disaster Management Operations

This unit covers the key elements of strategic management processes procedures and operations within a DM context. (20 credits)

Financial Management

This unit covers the key principles and skills of financial management which will be required by a Disaster Manager. (10 credits)

Module 2

Climate Variability, sever weather and disasters

Against a background of global climate change, this unit will help students to understand the causes and consequences of climate change, its short and longer-term effects and the implementation of mitigation and early warning strategies. (20 credits)

Field Research 2

This unit will build upon key skills acquired in Field Research 1, in particular GIS and Participatory Risk Assessments. (10 credits)

Module 3 and 4 (Minors)

The following minors will be offered
1. Climate Variability (30 credits)
2. Food Security in Africa (30 credits)
3. Gender and Disasters (30 credits)
4. International Relations (60 credits) (Thailand)
5. Green Logistics (60 credits) (Emmen)

Year 4

Internship

Putting theory into practice and gain 'hands-on' experience: • Carrying out tasks within the specific departments of the host organisation; • Developing practical skills necessary to the position within the department concerned; • Developing (organisation/departmental specific) management skills; • Organising and implementing a Management Project required by the organisation.	• 10 months, 4 days (32 hours) per week • During the internship students learning process will be monitored by: - Progress reports (every 10 weeks) - Assessments by supervisor from organisation and supervisor from Stenden - Management project (proposal + presentation and report + presentation)

Research Project

Bachelor's level thesis (NQF 8) Research that is **either** relevant and useful for the organisation in which the student is doing his/her internship, or research which focuses on an	• Proposal • Report • Final presentation/Panel discussion

independent topic which is not directly related to the work of the organisation.	

2B.5   Curriculum structure Hospitality Management
The three-year curriculum of Stenden South Africa consists of a foundation phase of one year, and a post-foundation phase of two years. All years of the programme are divided into two semesters of two modules each. The programme operated by our Education can be depicted as follows:

Year 1	Year 2	Year 3
Resources	Hospitality Operations Environment	Strategic Hospitality Management
Guest Experience	Hospitality Operations Design	Psychology of Management and Organisation
Hospitality Operations	Hospitality Operations Performance	Industrial Placement
Real World Learning 1	Elective Minor	

2B.7   Study load of the Hospitality Management Curriculum
The South African regulations require that students should do a minimum of 360 credits in order to obtain the B Com degree. The degree of Stenden South Africa exceeds this requirement as it comprises of 414 credits. A minimum of ten hours of learning activities equals one credit.

There are a minimum of 30 credits per module per academic year, and four modules per academic year.   The study weeks are compulsory and a student cannot pass a year without successfully completing the study weeks, community hours and personal coaching assignments related to the career development programme. Also the student needs to pass the progress test.   In the third year students do 21 weeks of industrial placement for 74 credits.

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

All educational activities including lectures, PBL meetings, individual study, introduction lectures, self-management/personal coaching, industrial orientation, tests, writing module assignments etc. are included in the calculation of the study load and are therefore taken into account when determining the credits. The study load for the foundation year is 138 credits, and the study load for the post-foundation phase is 274 credits.

2B.8   Overview of the Hospitality Management Curriculum

Curriculum Elements	Credits	Hours

Resources	30	300
Guest Experience	30	300
Hospitality Operations	30	300
Real World Learning 1	30	300
Progress Tests	1	10
Career Development	8	80
Elective Credits	9	90
Total	**138**	**1380**
Hospitality Operations Environment	30	300
Hospitality Operations Design	30	300
Hospitality Operations Performance	30	300
Elective Minor	30	300
Progress Tests	1	10
Career Development	8	80
Elective Credits	9	90
Total	**138**	**1380**
Strategic Management I	30	300
Psychology of Management and Organisation	30	300
Industrial Placement (21 weeks)	74	740
Progress Tests	1	10
Career Development	3	30
Total	**138**	**1380**
Credits B.Com	**414**	**4140**
Stenden IHM BBA (4 Years)		

Curriculum Elements	Credits	Hours
Resources	30	300
Guest Experience	30	300
Hospitality Operations	30	300
Real World Learning 1	30	300
Progress Tests	1	10
Career Development	8	80
Elective Credits	9	90
Total	**138**	**1380**
Hospitality Operations Environment	30	300
Hospitality Operations Design	30	300
Hospitality Operations Performance	30	300
Elective Minor	30	300
Progress Tests	1	10
Career Development	8	80
Elective Credits	9	90
Total	**138**	**1380**
Strategic Hospitality Management	30	300
Psycholog of Organisation and Management	30	300
First Minor	42	420
Second Minor	42	420
Progress Tests	8	80
Career Development	8	80
Total	**160**	**1600**

Industrial Placement (42)	168	1680
TOTAL	**168**	**1680**
Credits B.Com	**504**	**5040**
ECTS BBA	**240**	**6040**

2B.9   Enrolment for modules Hospitality Management
All students will be automatically enrolled for their modules when fees have been paid. When a student requires redoing an entire module, he / she should notify the Student Affairs Manager of the changes in the route.

2B.10 Curriculum Year 1, 2 and 3 Hospitality Management
Module Co-ordinators Year 1: Ms. Karen Hecht – B.Com Hospitality Management

Ms. Megan Walwyn – Masters of Business Administration

Year 1 focuses on an Operational Level with an awareness focus on Service Management.

Module Co-ordinators Year 2: Ms. Nelisa Tokwe – B.Tech Management

Mrs. Clare Du Plessis – B.Com Hospitality Management; Post Graduate Diploma in Education.

Year 2 focuses on the tactical Level with an awareness focus on Service supervision.

Module Co-ordinators Year 3: Mr. Kevin Aitchison – Bachelor of Arts; Post Graduate Diploma: Enterprise Management

In the third year, two compulsory modules are offered, Strategic Hospitality   Management (SHM) and Psychology of Management and Organisation (PMO). These two modules are closely linked together by several ties, one of them the Bachelors Dissertation (BD). For that reason these two modules are always combined into one semester, which has to be considered as one entity.

The strategic semester is offered twice a year to allow students that have commenced their studies in July to continue without any gaps in their study progress.

After this first semester, students will go on an industrial placement of 21 weeks.

2B. 11   Module overviews Hospitality Management
The table below details the learning outcome and focus (aim and content) of the major modules in each stage of the programme.

Year and module learning outcomes

Year 1
learning
outcome

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

					(question driven).

Year 2 learning outcome	Analyse and assess practical and theoretical hospitality scenarios and problems at micro, meso and macro level, utilising appropriate research and analytical tools. Demonstrate knowledge and skills relevant to supervisory positions within a Real World hospitality environment.				
Module	Hospitality Operations Environment	Hospitality Operations Design	Hospitality Operations Performance	Elective Minor	Career Development Programme year 2
Module learning outcome	Analyse and assess the operational environment of the international hospitality business.	Analyse and design operational processes based on the service concept to achieve international industry quality standards.	Analyse and assess practical and theoretical hospitality scenarios and problems at micro, meso and macro level, utilising appropriate research and analytical tools. Demonstrate knowledge and skills relevant to supervisory positions within a Real World hospitality environment.	The module outcomes for the minor selected differ from one module to the other. Module learning outcomes for each module are available on student manager	Demonstrate skills necessary to become aware of personal & professional behaviour, within an international context.
Aim and content	The focus of this module is on the analysis of the operational environment of a hospitality company, when creating a RWL feasibility study on a tactical level. An important aspect is how to communicate these findings to the management. Two specific units of this	*Operations design* covers the principles of operations management and focuses on the decisions made to support the quality standards for the business based on three aspects: operations, business statistics, and revenue management. Based on the service concept, decisions are made how to set up processes, process flow	This module focuses on the tactical management level of the international hotel industry and is based around the areas of marketing (including ICT), human resource management, intercultural management, and management and organisationsThis module runs for 4 consecutive weeks in association with the 5	The aim of the minor modules offered is to deepen/ broaden the students' understanding in a specific subject area of their choice. The subjects allow the students to specialise in the specific subject area	The second year focuses on deepening understanding with regard to professional writing, making intentional and efficient study decisions and global citizenships. The CDP is integrated and related to PBL in the regular module structure. During meetings coaches and tutors decide which support is needed. Students are able to influence the content and process (question driven).

	module are relating to the analysis of financial statements of a (RWL) hospitality company to evaluate and assess the financial performance of a company and to understand, analyse and interpret the legal context of a hospitality company by applying law statutes and jurisprudence on the facts of selected RWL-cases.	and needed resources, including quality systems and quality improvement. To support these decisions, business statistics are used: tools to transform data into management information about quality. Many hospitality businesses function in the context of fixed capacity with varying demand. These are balanced by applying the ideas of revenue (yield) management. The module will preview how these principles can be used to design policies with regard to revenue.	weeks practical experience at the SUH in Leeuwarden and the practical sections on the sites.		

Year 3 learning outcome	Determine the strategic driving forces and position of hospitality operations. Conduct an applied research project. Demonstrate knowledge and skills relevant to management positions within a Real World hospitality environment. Demonstrate knowledge and understanding of a specialist hospitality sector.			
Module	Strategic Hospitality Management		Psychology Management Operations	Career Development Programme year 3
Module learning outcome	Evaluate the strategic position of a hospitality organisation using the appropriate management theories and tools in order to design a new strategic plan.		Measure, monitor, and manage the execution of elements of a strategic plan in a Real World context.	Demonstrate the ability to align personal and professional competencies with career aspirations
Aim and content	The focus of this module is on obtaining the required knowledge of contemporary issues and driving forces within the		The main focus of this module lies on the	The third year of the Career Development

hospitality industry. This involves determining the strategic position of a hospitality organisation and applying the relevant management tools and techniques to create, identify and evaluate strategic options that are available to an organisation. An important aspect is how to communicate important strategic issues effectively, both in written and oral communication, to the identified relevant stakeholders. A specific unit of the module is the Hospitality Research Project (HRP) in which students will be required to design, develop and execute an applied research project aimed at Bachelor level.	processes by which an organisation manages the formulation and implementation of its strategic plans. The module helps to further develop the knowledge, skills, and attitude needed for a managerial approach to running a hospitality organisation in today's competitive environment. Applying the principles of problem-based learning students will work on comprehensive real world problems in order to learn how to undertake the systematic, analytical processes for formulating, implementing and managing strategic issues relating to business performance. Furthermore, students will apply and develop their hospitality management competencies in the real world context of our teaching hotel. A specific unit of the module is the Hospitality Research Project (HRP) in which students will be required	Programme focuses on the transition phase to internship and work career. It includes application training, preparation for the internship and company presentations. The CDP is integrated and related to PBL in the regular module structure. During meetings coaches and tutors decide which support is needed. Students are able to influence the content and process (question driven).

		to design, execute, and report on an applied research project at Bachelor degree level.	

Psychology Management and Orgnisation:

2.1 Unit Objectives
Students are able to analyze a problem with sufficient depth and breadth;

Identify and describe the issues to be addressed

Construct a conceptual representation of the key issues, concepts and mechanisms;

Make an informed choice and provide a rationale for selection of theories to be applied to the case;

Suggest viable, feasible and suitable interventions;

Outline the implementation plan;

Predict expected outcomes, indicate critical control point, and formulate decision rules for adaptations or contingency plan;

Write a case paper

2B.12   Real World Learning
Refer to the Programme Document – Student Manager E-Learning Tab

2B.13 Career Development
Refer to Career Development Module Books on Student Manager E-Learning Tab

2B.14 Career Development Programme
The career development programme supports the preparation for a future professional. The programme runs parallel to regular modules.

A student will learn more about his/her personal strengths and development points and how to manage oneself; will gain specific knowledge about the industry and finally prepare the start of an industrial placement/internship period in the third year. The programme activities are derived from or related to competence 10 of the Educational Professional Profile of Stenden South Africa which aims at managing oneself in a professional environment. The tangible product of this programme is a personal career portfolio.

Staff involvement in the Career Development Programme

- *Career development coordinator*: Mr. Andre Steyn
- Personal coach: monitors student's progress and provides on a regular basis feedback on competence development and career portfolio.
- *PBL tutor* starts up and assesses career development programme activities, provides feedback on development in PBL.
- *Lecturers* give workshops on Covey and application training and other topics.
- *Senior Lecturer Year 3:* responsible for organizing company presentations, application procedures and the final match 'student-internship placement'.

2B.15   The career portfolio
Generally speaking, a portfolio is a carefully compiled document that includes all kinds of information about a person: the Stenden South Africa career portfolio consists of information which is obligatory for all students in combination with information which is chosen by the student him or herself. Therefore the career portfolio shows a student's competence development and a selection can be used as a showcase for application procedures.

Expected attitude towards the Career Development Programme

A student should show personal engagement to carry out the Career Development Programme as it benefits his competence development.

2B.16   Assessment
The Career Development Kit and additional information can be found on the Student Manger E-Learning Tab. The activities of the Career Development Programme count for 9 credits per academic year in study year one and two and 3 credits in year 3. The Personal Coach is responsible for assigning these credits.

In order to participate in the industrial placement procedures students must have rounded of the second year Career Development Programme and have a positive advice from their Personal Coach. All criteria for entering are listed in the module book Industrial Placement Stenden South Africa.

2B.17 Personal Coach
A Personal Coach is a staff member on campus who supports the students' professional and personal development, provides students with feedback and gives a helping hand where necessary. The Personal Coach knows the ins and outs of the course, has knowledge of the professional field students are trained for and knows the requirements that have to be met by a starting professional. Personal Coaches for 2018 are Mr. Andre Steyn and Mr. Pieter Smit.

• A total of 8 meetings are held per year, two per module.

The meetings in the Foundation Phase focus on:

• Adjusting (from pre-education) to a higher professional education and Stenden South Africa 's educational system;
• Study skills, attitude towards education and study performance;
• Attitude towards working in groups;
• Course choices, moving up to the Post-Foundation Phase, and study advice;
• Personal review;
• Career planning;
• Personal thoughts about the structure and organisation of the training.

In the Post-Foundation Phase, a progress meeting is held each semester. The students prepare for the meetings using a reflection form. Participation in the meetings is compulsory; if a student has not participated, he/she may have to perform a replacement assignment.

The meetings in the Post-Foundation Phase focus on:

• The individuals' development during the training;
• A personal review;
• Career planning; and
• Preparation for choosing an industrial placement (visit to an alumnus).

The Personal Coach also acts as the primary contact for:

- Advice on general problems hindering study progress;
- Information about the organisation and curriculum;
- Advice about personal circumstances and illness.

For urgent problems, the Personal Coach refers the student to the Student Councillor, Mr. Pieter Smit. Students are urgently asked to contact Mr. Pieter Smit, or Dr. Hensens (Executive Dean) if:

- Their study progress is hindered by a long illness or other personal problems;
- They intend to leave the course prematurely
- They experience problems with their Personal coach.

Meetings are held by appointment only. The coordinator will start a student file with personal details, study results, and meeting notes. This information is strictly private and will not be handed to third parties without the students' consent.

Students who intend to leave the course prematurely are asked to schedule an exit interview with the Academic Dean.

2B.18   Progress test

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

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

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

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

Norm per test

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

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

Progress test schedule for 2018 (Hotel Management only)

All tests start at 13h30 and students have three hours to complete the test.

Test dates are available on Student Manager on the Academic Schedule

All information on testing may be subject to change during the year. Changes will be communicated in advance.

2B.19   Elective Credits
The elective study credits system has been developed with the following objectives in mind:

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

During their education, students have to gain 9 study credits during the first and second year of their studies. This translates into 90 hours of work each year of which 60 hours should be worked within the organisation of Stenden South Africa (internal) and 30 hours need to be attained through community work (external). The student is personally responsible for planning and executing this work.

The following rules apply to elective credits:

- For each 10 hours of work, one credit can be earned. This excludes writing the evaluation report for the external credits.
- It is possible to connect different, unrelated activities that add up to 10 hours (or a multiple of 10 hours) to gain an elective credit.
- A student can gain more elective study credits (internal and external) than is obligatory.
- Extra points will be registered and will be added to the total amount of points. Students who perform extra activities for Stenden or the community can be rewarded with a certificate of commitment.
- Credits cannot be transferred to the next year.
- Part time jobs or any form of paid work are not considered for credits.
- A copy of the submitted forms should be included in the student's portfolio and will be discussed in the meetings with the personal coach.
- All activities must be approved before engaging in them. The activity should be approved by a lecturer, personal coach, the student counsellor or the academic dean.

Procedure for Elective Credits (internal and external)

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

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

Internal Credits

An internal study credit is gained with work done to assist the Stenden community and can be gained by:

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

External Credits

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

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

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

2C   Study progress policy
2C.1 Exam Committee
Stenden South Africa has an Exam Committee. The Examination Regulations of Stenden South Africa and the Module Examination Regulations of Stenden South Africa   describe the tasks and responsibilities of the Exam Committee.

The Exam Committee generally has a meeting every second week of the module though may deviate when there are urgent requests or no requests from students or lecturers.

The Exam Committee determines twice a year which students have graduated and which students have passed their foundation year.

Formal requirements requests

1. Requests to the exam committee must be handed in to the secretary of the committee (Ms. Andisiwe Mfazwe) by email one calendar week before the meeting date.
2. Requests for the exam committee must be formulated and motivated in a clear lucid way.
3. Requests that do not meet or meet in full the provisions of section 2 will not be accepted. Also, handwritten request will not be accepted.
4. Requests to the Exam committee regarding a module must be in the possession of the Exam Committee 10 school days at the latest following the publication of the regular test opportunity result (not being a resit). A corresponding regulation is applicable to other exam sections.

5. A decision of the Exam committee is made known to the student, in writing or digitally, within 15 school days after the exam committee discussed the student's request in the meeting.

Determination of graduates

Determination of students who have graduated takes place on 10 March 2018.

Graduation ceremony

The graduation ceremony for 2018 will take place on the 05 May 2018 subject to change.

Dates of tests and hand-in moments of assignments

The following rules apply for dates of tests, assignments and resits:

- Hand in moments for assignments are specified in each module book and will generally be at the end of week 8 of each module. Rewrites of module assignments must be handed in before the end of the following module.
- Tests will be organised during the 9th week of the module, to allow students ample time for preparation. Rewrites will be scheduled together with the normal testing week in week 9 of each module.

2C.2 Awarding and processing of study credits

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

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

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

2D Module Exam Regulations Stenden South Africa

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

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

Article 1 Glossary of terms used

Academic Calendar	An overview of all main academic activities in an academic year. This document is published on Student Manager.
CBL	Case Based Learning
Internship procedure	A student must go through the internship coordinator in order to get an internship company
PBL	Problem Based Learning
Progress Test	A test at final level of the education which has a different pass standard for each study year
RPL	**R**ecognition of **P**rior **L**earning: skills and knowledge developed and gained in a job or another education, training or course.
Regular chance	The module exam that closes a certain module period, belonging to the module followed in that certain period.

Article 2   Participation to the exam

Article 2.1 Placements of students in the modules

par. 1   The Education automatically places the first year students for the modules to follow. This placement is binding.

par. 2   Every student must let the Student Affairs Manager know ones annual planning of the modules in the next study year if it deviates from the regular year planning.

par. 3   Students can follow a certain module only once each academic year.

par. 4   Unless stipulated differently in the study route being followed or by the Exam Committee, students can be placed in a maximum of one module for each module period.

par. 5   Students can follow a certain module twice at the most during their period of studies. If a student has still failed to pass a module after using all possible resits, the student can in some cases apply to the exam committee for a module replacement assignment (article 6.15). If that is not (or no longer) possible, the exam committee will decide on the principles of equity and fairness on what can be done in respect to the student.

par. 6   The Student Affairs places the students following a module in groups. This placement is binding.

par. 7   A student who wants to change module groups has to submit a well-reasoned request to the Education Support Office.

par. 8   A student who because of force majeure is not able to attend a module from the start, can only be allowed to attend the module if one is able to start the module concerned at the beginning of the third week at the latest.

par. 9   A student can be scheduled during functions of Stenden South Africa. If a student does not wish to yield to this, the student needs to submit a motivated request in writing to the exam committee.

par. 10   a. Students can do part of the education at one of the Stenden sites abroad (Grand Tour®)

b. Students who want to do the first module of the second year abroad must meet the following conditions:

- at least three modules of the foundation year have been passed

- the personal coach of the student must have delivered a positive advice

c. Students who want to do the second module of the first semester or (a module of) the second semester or study parts of the third year abroad, must have passed year 1 and have a positive advice of their personal coach.

Article 2.1.2 Grand Tour

Par. 1   a. Students can do part of the education at one of the Stenden International Branch Campuses abroad (Grand Tour)

b. Students who want to do the first module of the second year abroad must meet the following conditions:

- at least three modules of the foundation year have been passed;

- the study career coach of the student must have delivered a positive advice;

c. Students who want to do the second module of the first semester or (a module of) the second semester of study parts of the third year abroad, must have passed the foundation phase and a positive advice of their study career coach.

d. Students who want to do the Grand Tour must have all fees paid up to date.

Article 2.2 Following elective modules/minors

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

Article 3   Institution and tasks of the exam committee

Article 3.1 Decision-making

par. 1   The Executive Dean has been authorized by the Executive Board to appoint the members of the exam committee.

par. 2   The exam committee takes decisions concerning the implementation and the content of the education regarding a certain module, acting on the advice of the team leader and the module coordinator(s) concerned.

Article 3.2 Appointing examiners & moderators

par. 1   Examiners are lecturers with an academic degree at least one NQF level higher than the level of students taught:

Year 1: NQF 7 – B. Degree

Year 2: NQF 7 – B. Degree

Year 3: NQF 8 – Honours Degree

All first and second year exams are moderated internally whereas all third year exams are moderated externally at either Stenden University Netherlands or a registered institution of higher learning in South Africa with similar expertise (e.g. Rhodes University).

par. 2   At the start of each academic year the dean appoints the examiners for the students following educational programmes abroad.

Article 3.3   Calculation of pass standard for module exams

par. 1   In the module book is indicated how many points a student can acquire, how one can obtain them and the minimum standards a student has to meet in order to pass the module.

par. 2   A student has passed the module if one:

- acquired at least 55% of the maximum possible number of points and:

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

par. 3   The assessing criteria for each component of the module exam are given in the module book.

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

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

Article 3.4   Calculation of the pass standard for progress tests

par. 1   For the first three years of the study the management determines a year standard for every year to be obtained in order to pass the progress tests of that specific year. This year standard equals an obtained correct-score of 55% of the minimum number of obligatorily test items that must be answered. In the first/second/third year the student has to respectively answer a minimum of 40/70/100 test items.

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

par. 3   Year standards can be obtained on each offered test moment in the concerning year.

par. 4   Year standards of a next year cannot be obtained earlier.

par. 5   When a student did not obtain the year standard of a year, one can try to obtain this in the following years.

Article 3.5   Passing exams

par.1   A student has passed his foundation year when he has passed all study parts of the foundation phase.

par.2	A student has passed the final exam when he has passed all study parts of the foundation and the post foundation phase.
par. 3	In case a student has been awarded an exemption for a study part, in scope of this article that part can be concluded to have been passed.

Article 3.6 Awarding exemptions

par.1	Exemptions are awarded by the exam committee.

Article 4   Contents and scope of the exam

No detailed specifications on the exam regulations.

Article 4a Admission to the Post-Foundation Phase

Students must have completed and passed at least 50% of all academic outcomes of the foundation phase in order to proceed to the second year (post foundation phase). Students must have passed at least all outcomes of the first year in order to proceed to the third year. Students must have passed all outcomes of the first and second year in order to be able to go on internship.

Article 5   Granting exemptions

par. 1	If a student believes that one is entitled to an exemption of one or more exam components based on competences acquired elsewhere (RPL) one has to submit a request to the exam committee.
par. 2	The request mentioned in par. 1 needs to be well-motivated and must be accompanied with the necessary proof of competencies acquired elsewhere.
par. 3	The exam committee will analyse the request and will inform the student on the outcome.
par. 4	The study points which are being exempted will be processed into the system according to article 3.6 of these Module Exam Regulations.
par.5	For the request mentioned in par. 1 the student must use a standard form which is available on Student Manger.

Article 6   The number of opportunities to take module tests and exams during each year of study

Article 6.1 Exam components

par. 1	The Hospitality Management study programme features the following educational units/exam components: module exam, progress test, career development, internship and other credits (refer 2B.10 in this study guide)

Article 6.2 The module exam

par. 1	The module exam consists of one or more of the following parts: module assignment(s), active participation in PBL/CBL, effective group work, practice participation and module test(s).
par. 2	In each module book is incorporated, where applicable:

a. The maximum number of module points which can be obtained for the several components of the module exam;

b. The calculation of the standard, which indicates if a student has passed the module;

c. The criteria for (components of) the module assignment(s) and module test(s), active participation of PBL/CBL, effective group work and practice participation.

par. 3   The student is given the opportunity to participate in the parts of the module exam of the module for which one has been scheduled.

par. 4   If the module is done again all previously obtained module points for the module exam of this module are cancelled.

par. 5   Announcements concerning the module exam communicated directly to the students concerned via email.

par.6   Attendance to gain students entry to write exams is as follows: Year one: compulsory attendance of all formal scheduled academic activities of at least 90%, second years 85% and third years 70%.

Article 6.3 Assignments and presentations

par. 1   a. An assignment and/or presentation is intended to review whether a student has mastered a certain quantity of knowledge. Therefore the student is obliged to reflect about the assignment in ones own words.

b. Every result of an assignment and/or presentation must be unique in content and structure.

c. It is not allowed to take over the content of the work of others entirely or partially in the work out, without indication of the source.

d. the quantity of cited text cannot exceed the 5% of the total of the result of the assignment.

par. 2   Par. 1 of this article is effective for presentations as well as for parts of the module assignment.

par. 3   Every student has to individually keep a copy of every assignment handed-in, in writing or digitally oneself during the time the module has not been passed yet and for a minimum of at least half a year.

par. 4   The module coordinator is responsible for the assessment of the components of the module exam, on the basis of the assessment criteria.

par. 5   In the case of a group task each member of the group must be able to show that he/she has made a proportional part of the task.

par. 6   In the case of a group task every group member is separately responsible for the total of the work handed in.

par. 7   Every student is individually responsible for the correct handing in of an assignment at the right place. Force majeure is not applicable if problems have arisen because agreements made are not lived up to within a module assignment group.

Article 6.3a   Module assignements

par. 1   a. Groups that work on a module assignment and do not immediately contact the module coordinator if collaboration problems arise, cannot derive any rights from the problems that have arisen.

b. The module coordinator is authorized to dissolve a group if collaboration between the group members is no longer reasonably possible. When, according to the group, the module coordinator does not solve the collaboration problems, the group of students can contact the exam committee.

par. 2   During the module, the module coordinator, the lecturer or the tutor must provide the students with feedback at least once on sections of the module assignment. This should preferably be done by providing feedback on sections of the module assignment that have been handed in or by means of a response lecture.

par. 3   Unless stated otherwise in the module book, module assignments must be submitted to Ephorus via ELO on the day of the week before the last week of a module, 12 noon at the latest.

par. 3a   Every module assignment must also be handed in digitally.

par. 4   To qualify for assessment, assignments must meet the following requirements:

a. The assignment is uploaded on time on the relevant portal of Blackboard;
b. The assignment must state the title of the assignment, the date, the names, relation numbers and student numbers of the students, the module group of which the student is a member of, the name of the module, the name of the tutor, the module period and the academic year.
c.   The module assignment must be typed and clearly readable.
d. The standard for literature references is Harvard Business Style
e. English language assighments must be written in British English.

Article 6.3b   Procedure on module assignments uploaded in too late

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

1. The student will be notified that the assignment will be assessed as soon as authorization has been granted by the exam committee;
2. The student will be notified that one must issue a request at the exam committee for an assessment within one school week after the deadline for handing in the assignment;
3. If the student's request does not reach the exam committee within one school week after the deadline for handing in, the assignment will not be assessed; it will be destroyed;
4. Within 4 school weeks following the deadline for handing in, the student will be notified by the exam committee. In case the exam committee decides to assess the assignment, it will be forwarded as per the usual procedure. In case the exam committee decides to not assess the assignment the student has to pick up his assignment and re-submit it as a re-write.

Article 6.4a   Active participation PBL and CBL for compulsory modules

par. 1   PBL-/CBL -meetings are always held, unless they are cancelled by school, even if the tutor is absent. In the absence of the tutor, the group writes down besides the usual minutes a report of the meeting in which they include the number of points every student oneself has intended to give for his/her active participation plus motivation. This report must be handed in to the module coordinator who is for his part responsible for granting the points.

par. 2   If it is not possible for a meeting to go ahead for reasons that can be attributed to the school and if the meeting has not been rescheduled or if no compensation assignment has been given, the student will receive for that meeting a number of points that equals the average of the number of points received for all attended sessions during the module for active participation.

par. 3   No resits are possible for active participation.

par. 4   Students must themselves indicate their presence by means of a signature on the list of presence.

Article 6.4b   Active participation in elective modules (B.Com-BBA route)

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

Article 6.5 Participation in practical classes / Work Based Learning

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

See the practice regulations in the module book.

On force majeure during practice see article 14 of these regulations.

Article 6.6 Tests in general

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

par. 2   a. The date, time of commencement, duration and place of a test is announced one week at the latest before the test.

b. Other than in cases of force majeure, the published test dates, duration and commencement times of the test are binding.

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

par. 4   Test questions are asked in English.

par. 5   Enrolment for tests is not required for regular module tests. For rewrites and the progress test, confirmation is required. The Student Affairs Manager or module coordinator will inform the students how this is to be done for each progress test or rewrite.

Article 6.6a   The Progress test

par. 1   The tests comprises out of 100 questions.

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

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

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

par. 5 Within the boundaries of the published test schedule in the study guide the student is free in choosing the test moment(s).

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

Article 6.6b   The Module test as a component of the module exam (module test)

par. 1 Various module test forms can be applied.

par. 2 Resits for the module test can be taken.

par. 3 The regular module test opportunity is offered during or at the end of the period in which a student takes a module. When the student does not participate in this regular module test opportunity, this opportunity expires.

Article 6.7 Elective project (B.Com – BBA route)

Students can replace one elective module/minor by a personal project. For that purpose they must submit a project proposal at the exam committee. The requirements for the project proposal can be obtained from the Dean.

Article 6.8 Other credits

For the regulations concerning the obtaining of other credits refer to 2B.10

Article 6.8a   Internal Services

To obtain the credits for Internal Services all students are scheduled to work in the Stenden Campus Bar for at least 25 of those hours.

Article 6.9 Career development

par. 1 Every student is assigned a personal coach on entering the programme. On regular times he/she has an interview with the coach concerning the study progress, the development of one's personal and professional competences and the student's career orientation. Students must prepare sufficiently for these meetings.

par.2 On acquiring the credits for Personal coaching one is referred to the map Career Development Programme that has been presented. Part-time students are referred to the module book on personal coaching.

par.3 Because a personal coach can be asked by the Exam Committee for study advice, students are expected to keep their personal coach informed on special personal circumstances.

Article 6.10   The Management Project

par. 1 Every student writes a dissertation in the third study year.

par. 2 For the dissertation the regulations for the module assignment apply without prejudice.

par. 3 The dissertation is an assignment done in pairs.

Article 6.11   The industrial placement

par. 1   Before a student can start his application for the industrial placement procedure he/she must meet the following conditions:

   a. all study credits of the first two study years must have been acquired, with the exception of the second year progress test;

par. 2   A student doing an industrial placement without having acquired all study credits of the two foregoing study years cannot during or after placement derive rights from a regulation on study parts not passed.

par. 3   The internship is regulated by the Internship Coordinator, Andre Steyn. Students can by no means regulate an internship themselves, unless authorization in writing has been obtained from the Internship Coordinator, who do not oblige to this, can derive no rights from the internship regulated by them.

par. 4   See for further rules governing the industrial orientation, the study guide, or the module book Industrial Placement

par. 5   The 'Business Improvement' Project is part of the industrial placement.

Article 6.12   Re-sits

par. 1   Active participation in PBL, CBL, effective group work and practice participation are not eligible for re-sits.

par. 2   The following parts of the exam or module exam are subject to re-sits: Module assignment, bachelor's dissertation, progress test, industrial placement (internship), and the module test.

par. 3   The re-sit dates of module assignments can be obtained from the Students Administrator in the Education Support Office. The re-sit dates of tests are communicated to the students by email. These dates also apply to students who are on exchange or internship or who follow a module elsewhere.

par. 4   Not taking part in any test because of coinciding of test moments belongs to the risk of the student

par. 5   Students who participate in the internship procedures can file a request to the exam committee for a chance to do the second re-sit for a third year module on an earlier point in time.

Article 6.13a   Re-sits for the module exam of a compulsory module

par. 1   A re-sit of (part of) the module exam has the same objectives as the original (part of) module exam.

par. 2   The re-sit of (part of) the module test of the module exam equals the original module test of the module exam. Deviations on this rule always have to be approved by the exam committee.

par. 3   The re-sits for modules followed at Stenden South Africa must be settled at Stenden South Africa ; a re-sit for a module followed at one of the sites of the Grand Tour must be settled at the site concerned.

par. 4   a. The student is entitled to a re-sit of the parts of the module exam for which this is applicable, once in the academic year in which a certain module was followed. The

student can re-sit these parts of the module exam for which this is applicable only once in the following academic year.

    b. For taking a re-sit for a test the student is free to choose the moment at which to take the re-sit within the re-sit time table: Each test may be redone during the first study week following the initial module, or the study week after the module following the initial module.

    c. If a student has still not passed a certain module at the end of the academic year following the academic year in which the student followed that module, he/she must do the entire module again in a subsequent academic year.

par. 5   If a student re-sits a module exam, the highest score per section counts and the student retains the other number of points that he has already obtained.

par. 6   a. The provisions of Article 6.3 and 6.3a, with the exception of paragraphs 2 and 3, and article 6.3b are fully applicable to re-sits of a module assignment

        b. The provisions of article 6.7 are fully applicable to re-sits of a module test.

par.7   On rewriting a module assignment the following must be handed in at the Module Coordinator's office:

    a)   The original assignment with the feedback of the reviewer, including the filled out assessment form, unless the student did not participate the regular time;
    b)   The re-sit, including a not yet by the assessor filled out assessment form;
    c)   In case of a second re-sit also the first re-sit including the assessment form filled out by the assessor, unless the student did not participate in the first re-sit.
If these requirements are not met the re-sit will not be marked.

par. 8   Students can only collect assignments bearing their own name.

par. 9   In case of a group task every member of the group is allowed to re-sit this task individually and let it be assessed.

par. 10   It's the student's own responsibility to keep themselves informed on the re-sit dates.

par. 11   For re-sit tests the student must register oneself by means of reply to the email sent out by the module coordinator.

par. 12   When participating in a re-sit it is up to the student to check if the subject matter for that test has been changed.

par. 13   In case a student after the second re-sit still failed a module it is under certain conditions possible to do a specific part of that module again. These conditions are:

    a. The student participated in the regular as well as in the second re-sit of the module;
    b. The student has scored under the norm for only one part of the module exam;
    c. The student has scored at least 65% of the maximum score on all the other parts of the module exam.

Article 6.13a Re-sits for the module exam of a compulsory module

Par. 2 Add: Students wishing to do a re-sit for a module test need to register with the Student Administrator. Registration must be done in Week eight of the module by Monday 12 noon. All re-sits will take place in week nine of the module. Students who register to do a re-sit and who do not arrive

for the test will forfeit their chance of the re-sit for that academic year and the re-sit which the student had registered for will only be possible the following academic year.

2B9 Progress test

Students who register to write a progress test and who do not appear to write the test at the test moment will forfeit their chance of writing another progress test during that specific academic year. Students will only be able to register to write a progress test again during the following academic year.

Article 6.13b   Re-sit of the module exam for minors (B.Com – BBA route)

par. 1   Re-sit regulations for optional modules/minors is reflected in the concerning module book.

Article 6.14   Retaking the dissertation

For the re-sit of the dissertation the rules for the module assignment of a compulsory module apply without prejudice.

Article 6.15   Module replacement assignment.

par. 1   Students can be considered for a module replacement assignment (only once) under the following conditions:

   a. The assignment in question is for the last module to be passed.

   b. This module is among the compulsory post-foundation education programme and is not a module with practical education.

   c. The student must have taken the module and the accompanying module exam twice in the regular way.

   d. After taking the module for the second time, the student must have taken two re-sits for the module in question.

   e. The student must have obtained all other credits in his or her study programme.

par. 2   The nature and content of the assignment is determined by the module coordinator of the module concerned.

par. 3   The student is free to decide where to carry out the assignment and is entitled to use the school's facilities.

par. 4   To be considered for a module replacement assignment, a written request to that effect must be made to the Exam Committee.

par. 5   The student is entitled to regular feedback during the period that he or she is working on the assignment. The student is exclusively entitled to supervision during the school weeks.

par. 6   a. The assignment will be marked in terms of pass or fail. On handing out the assignment the criteria for assessing the module replacement assignment are given to the student in writing.

   b. If the assignment is passed, the student receives the credits for the relevant module.

c. The result of the assessment is announced 3 school weeks at the latest after the assignment has been handed in.

d. Assignments will only be assessed during school weeks.

e. The lecturer/assessor will inform the secretary of the Exam Committee without delay of the result of the assessment, who passes on the result to the Student AffairsManager.

par. 7   Re-sits are taken in the exactly the same way as the re-sit regulation for a module assignment.

Article 6.16   Replacement of progress tests

par. 1   Under certain conditions a student can qualify for taking a progress exam instead of a progress test. This concluding exam consists of

a) A complete progress test in addition to which per test item the answer is motivated which includes a literature referral according to APA Referencing style;
b) Writing an essay;
c) Taking an oral test.

par. 2   In order to be considered for this exam the following conditions must be met:

a) On starting the application for the internship the student has not yet obtained a pass for the progress test of year 2
b) On finishing his internship the student has not passed one or more progress test(s);
c) The student must have participated in all possible test chances.

par. 3   A request to be considered for taking the exam as mentioned under 1 must be directed at the Exam Committee.

par. 4   The exam committee decides which lecturer will hold the exam.

par. 5   When the exam is passed the student will be granted the study points for all the progress tests still to pass.

Article 6.17   Retaking the internship

The retake of an internship always takes place in South Africa.

Article 6.19   Practical education through Real World Learning

Stenden South Africa respects the student's religious expression in clothing also during Work Based Learning. If a student makes these expressions recognizable, the following rules apply during Work Based Learning activities:

a) The obligatory uniform is worn;
b) The regulations for hygiene and security are observed;
c) The expressions concerned fit in one of the known religious main streams;
d) Expression concerned need to be issued before (four weeks) the beginning of the practice module to the Academic Dean. The Academic Dean will review the request after consulting with the industry partners involved.

Article 7   Period of validity of exam sections

No detailed specifications on the Exam Regulations.

Article 7a Intellectual property

No detailed specifications on the Exam Regulations.

Article 8 Oral exam

No detailed specifications on the Exam Regulations.

Article 9 Determine the results

Article 9.1 General

The final result of a module exam and the progress test results are sent to the students once per module / progress test and at the end of the academic year.

Article 9.2 Module exam

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

par. 2   A student has not passed a module:

      a.   if he has failed the norm of the module exam;

      b.   if the module exam result has been declared null and void.

par. 3   No rights can be derived from provisional scores.

par. 4   If the result of a module exam cannot be published within 18 school days of the end of the relevant module period, the Exam Committee will inform the students as such, giving reasons.

Article 9.3 Progress tests

par. 1   Answers on the answer form handed in by the student are determinative for setting the test score.

par. 2   Students are permitted to keep issued test questions of the progress test.

par. 3   The provisional 'answer key' of the progress test is announced within one week after the test.

Article 9.4 Result module exam

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

Article 10 Right of perusal and storage period

Article 10.1   General

par. 1   Following the announcement of the definitive result of the module exam, students have a right of perusal regarding (all parts of) the module assignment and the assessed forms, within two months after the last day of the test week in which (part of) the module exam was held, or – if not possible – at least ten school days (Saturdays not included) preceding a possible re-sit.

par. 2   Assessed assignments are kept in storage for the period of time that the relevant module has not yet been passed, but for a maximum of 7 years after the deadline for the second re-sit. The assignments are then destroyed.

a. Module assignments belonging to a module that the student has passed are kept for at least 5 years following the last day of the module or the deadline/date for the re-sit. The assignments are then destroyed.

b. Module assignments belonging to a module that has not yet been passed after the second re-sit are kept for at least 5 years following the deadline/date for the second re-sit. The assignments are then destroyed.

par. 5   Assessed assignments and tests are in principal not given to the student

Article 11 Responsibility for module exams and assignments

par. 1   I   n case a test or assignment without being assessed gets lost beyond a student's control this course of events is determined by the exam committee. In addition the student together with the (secretary of the) exam committee agrees on a time and a form in which the (part of the) module exam can be redone.

Article 12 Registration of the study results

par. 1   Study credits are administered by the Student AffairsManager and approved by the Academic Dean. After each module, a printout from the student administrative system will be sent to the student and his / her sponsor displaying the results of that module. In addition an annual overview is sent out at the end of the academic year.

par. 2   When the student decides to leave the study prematurely, results for exam components passed can be requested by the student. These can be withheld only when there are payments due.

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

Article 13a   Cum Laude

par. 1   There is no cum laude arrangement for the foundation phase.

par. 2   On graduating students receive the predicate 'cum laude' on their list of marks or their certificate if the following conditions are met in the post-foundation phase:

a. all parts from the post-foundation phase, including the industrial placement, have been passed on the first attempt without re-sits;
b. the bachelor's dissertation done during the third study year must have been passed with a score of at least 80% of the maximum score to be obtained;
c. the business improvement project done during the internship must have been passed with an "excellent" (80% of the maximum obtainable score);
d. the student has achieved an average score of 80% over all modules.

par. 3   The student, who believes to have obtained the right to the predicate 'cum laude', should apply to the exam committee. This request must be done at least one school week before the graduation ceremony.

Par. 4   For students of cohorts before 2009, the old rules apply for a 'distinction': an average score of 75% over all modules and no re-sit assignment to be marked over 75%.

Article 14 Force majeure regulation

Article 14.1   Invoking force majeure

par.1   A student can claim on the force majeure regulation if there is talk of circumstances that cannot be attributed to the student (force majeure). This is for the judgment of the module coordinator (in the case of educational activities within the module; see Article 14.4) or of the exam committee.

par. 2   a. A student's request to a module coordinator to be considered for the force majeure regulation for educational activities within a module can only be submitted after the last educational activity of the relevant module and must be in the possession of the module coordinator within 12 school days after the publication of the definite result of the regular test opportunity of the module exam (not being a re-sit of the module exam) at the latest.

             b. The student's request to the Exam Committee to be considered for the force majeure regulation other than within a module (par. 2a) must be in the possession of the Exam Committee within 12 school days following the day on which the circumstance under par. 1 arose at the latest.
             c. The request to qualify for the force majeur regulation must be settled at the Stenden South Africa campus site for modules done at Stenden South Africa and must be settled at a Grand Tour site for modules done at that site.

par. 3   Once a student has taken a (progress) test or handed in an assignment, it is no longer possible to invoke force majeure regarding that test or assignment.

par. 4   To be considered for the force majeure regulation while an assignment is being carried out, students must contact the (module) coordinator before the end of the period within which the assignment has to be handed in. The (module) coordinator will decide whether the student qualifies for the force majeure regulation and will make an arrangement with the student.

par. 5   No rights can be derived from the consequences of a computer virus with regard to the force majeure regulation.

Article 14.2   Granting extra re-sits with force majeure

par. 1   Extra re-sits are not granted by the Exam Committee until the student has made use of all regular (re-sit) options other than the opportunity to which the force majeure situation applies, unless this is no longer possible within the academic year. In the latter case, the student can be offered the extra re-sit at an earlier date.

par. 2   The Exam Committee is authorized to offer the extra re-sit in a different form. The extra re-sit must be equivalent to the original re-sit.

Article 14.3   Force majeure relating to educational activities

par. 1   Students can submit a request to the module coordinator for a compensation assignment relating to missed PBL/CBL meetings, presentations and so on if a force majeure situation has arisen.

par. 2   In the request referred to in paragraph 1 of this article, the student must substantiate with documentary evidence the circumstance provided for in paragraph 1 of article 14.1. The student must also have met the following conditions:

• The student reported the absence on the same day to the Student AffairsManager.
• The absence is legitimate: at the discretion of the module coordinator or academic dean.
• The student has participated in half of the total amount of PBL/CBL meetings of the module concerned. This demand is operated because those meetings do not only have the objective to let the student acquire knowledge, but also to let the student experience the process of cooperating, group participating, being chairperson, secretary and board secretary in a sufficient way.

The force majeure regulation will not be granted for students who have not met these conditions.

par. 3   Once the module coordinator has granted permission to use the regulation, he will decide, possibly under consultation with the relevant lecturer or tutor, the content and implementation of the compensation assignment.

par. 4   The compensation assignment must substantively replace the missed section and be equal in terms of study load to that of the missed section.

par. 5   Compensation assignments belonging to a certain academic year must be handed in during the same academic year and marked within 10 school days.

par. 6   a. The module coordinator is responsible for arranging the assessment of whether the assignment meets the set criteria.

b1. In the case of a compensation assignment for missed PBL/CBL meetings, the module coordinator still awards points for active participation which are in relation to the assessment of the assignment. The points cannot exceed the maximum possible points for one PBL meeting. This is in accordance with the PBL participation regulations (see the module book).

b2. In all other cases, the module coordinator informs the student of the standard when issuing the assignment.

par. 7   Students who are not in agreement with the assessment of a compensation assignment should follow the procedure described in Article 17.

par. 8   Students can make up for a practical day that has been missed owing to force majeure under the following conditions:

- The student has reported his absence to the Student AffairsManager before the shift commences at the latest, and
- The student has submitted a request to catch up on the missed practical day to the module coordinator within two school weeks following the end of the relevant module period.

Article 14.4   Force majeure regarding progress tests

Has expired in view of article 14.1 par 2b

Article 15 Facilities for physically or sensorial disabled students

No detailed specifications on the Exam Regulations.

Article 16a   Rules governing the smooth progress of examinations (for students)

Article 16 a of the Stenden South Africa exam regulations is applicable as is appendix 2 of the exam regulations "Rules for invigilators" with the exception of article 3.8 of these rules. Contrary to this article in order to proof having made and handed in the test a student must sign the attendance register when handing in the assignment.

Article 16a.1   (Progress) tests

par. 1   The student is obliged to confirm his / her attendance for the Progress test at the Student Affairs Manager's office.

par. 2   Unless indicated otherwise in the issued exam papers, nothing is allowed on the table at which the student sits during the test, other than the test paper, the Education card, the answer forms, pen, pencil and an eraser. If students are allowed to use a dictionary, the dictionary must not be electronic or a translation computer.

par. 3   Students are obliged to switch their mobile telephones off before entering the exam location.

par. 4   The following requirements are set for the use of calculators during tests:

• The calculator must not be able to produce text on the display, but only figures;
• The calculator must not be programmable;
• The calculator must not be connected to the mains;
• The calculator must not be equipped with audio equipment, paper rolls, an alarm system and transmitting and receiving facilities;
• The calculator must not work according to a system other than the hierarchical algebraic method;
• The calculator may not be larger than pocket size.

par. 5   Students taking the (progress) test are obliged to completely fill in the answer form(s).

par. 6   When handing in the answer form(s) the student signs the attendance list and the invigilator initials a list alongside the student's name indicating that the student has handed in the answer form.

par. 7   At the end of the test, the (main) invigilator completes a protocol on the course of the test, signs it and hands it in to the Student AffairsManager who will send it to The Netherlands for computerised marking.

Article 16a.2   Company presentations

par. 1   Students in year 2 and 3 are expected to attend all company presentations as part of their Career Development programme.

Article 16.b   Irregularities

Article 16b.1   Irregularities during a (progress) test

par. 1   In the event of unlawful actions on the part of students being established during a (progress) test, the invigilator will issue a written report on the matter to the secretary of the exam committee within 4 school days at the latest. The secretary of the exam committee will bring this to the agenda of the exam committee.

par. 2   The Exam Committee will give the student concerned the opportunity to verbally respond to the charge. The secretary of the Exam Committee will make a report which will be brought up in the meeting of the exam committee.

par. 3   During the settlement of the procedure, the result of the test of the student concerned will not be established or will be suspended.

Article 16b.2   Irregularities during assignments

par. 1   Students can only hand in (parts of) an assignment for one sole assignment. If the student again hands in (parts of) an assignment for another purpose, that will be deemed to be plagiarism of his / her own work.

par. 2   a. If, in the judgment of the assessor, the student has not adhered to the provisions of paragraph 1 of this article or the provisions of Article 6.3, paragraph 1 and 2, the assignment has been completed in an irregular manner.

        b. The assessor will in that case report his findings to the module coordinator, who in turn will report his findings regarding the provisions of paragraph 2a to the secretary of the Exam Committee.

        c. The student concerned will be heard by the secretary of the Exam Committee. The secretary of the Exam Committee will make a report which will be brought up in the meeting of the exam committee.

par. 3   The result of (parts of) the module examination of a student who, in the judgment of the module coordinator, has committed an irregular act, will not be established or will be suspended during the settlement of the procedure.

Article 16b.3   Sanction for irregularities

par. 1   a. If the Exam Committee finds on the basis of the available information that a student has acted in an unlawful manner for part of a module, at the most the result of the module exam of the relevant student can be declared null and void. The student will in that case not be permitted to re-sit the module during the current academic year (by means of a test and/or assignment) and will have to completely follow the module again in a subsequent academic year.

        b. If the Institute Exam Committee finds that there has been an irregular act in an education unit other than a module, a sanction appropriate to the seriousness of the irregular act will be imposed on the basis of the Exam Regulations.

par. 2   In cases of fraud being committed by a student, the Exam Committee can deny that student the right to take one or more specified tests or exams at the institute for a period to be determined by the Exam Committee, up to a maximum of one year.

par. 3   In the event of irregularities occurring in the completion of a group assignment, the assignment can be declared null and void and the group members who were not guilty of the irregular act or not complicit in that act will be given the opportunity to carry out a new assignment.

par. 4   The exam committee can refer students who have acted in an irregular manner to the management of the institute for disciplinary measures.

Article 17 Objections and appeal procedure

Article 17.1   Objections against exam committee decisions

par. 1   A decision of the Exam committee on a request is made known to the presenter of the request, either in writing or digitally, within 15 school days (Saturdays not included) after the exam committee ruled on it in her meeting. If solidly formulated this period can be extended with 5 school days (Saturdays not included).

par. 2   The student may object when he / she feels not all evidence has been reviewed by the committee and ask the committee to review the case again. The committee will than seek the opinion of at least two other academic staff members and make a decision. This decision is final.

Article 17.2   Closed questions in a (re-sit of a) module test

par. 1 Students are entitled to issue objections against (the answer key of) test questions.

par. 2 a. Objections against the (answer key to) test questions must be submitted via email to the module Coordinator before the end of the fifth school day following the test at the latest.

    b. For tests that are held during the study weeks at the end of the academic year, the objections must be submitted on the day on which the provisional answer key is issued.

par. 3 It will be announced at least one school week before the test, if a different time schedule is applicable for handing in and handling of objections to the test.

par. 4 Following the closing date, the relevant lecturers add their comments to the objections and can declare an objection well founded or unfounded. The Exam Committee bears ultimate responsibility for deciding whether a test question is cancelled or rescored.

par. 5 Lecturers have a period of 6 school days to make their comments about objections put forward by students. For tests in the study weeks at the end of the academic year, there is a shortened period of 3 school days (not including the Saturday) for lecturers. The period for lecturers begins when the period for students referred to in paragraph 2 has elapsed.

par. 6 Objections to and comments about the test questions can be freely called up by all students.

par. 7 If within the set period the comments of a lecturer has not been added to a test question to which an objection has been made, the module coordinator of the module in question will decide after this period has passed whether the test question will be cancelled or rescored.

Article 17.3. The progress test

par. 1 Objections to (the answer key of) test questions of a progress test must be announced according to the instruction given on the test form.

par. 2 In case a test objection is accepted it results in one of the following possibilities:

    a. the answer key for the item concerned is adapted or

    b. the test item will be cancelled

par. 3 In case a test item gets cancelled the minimum amount of test items to be answered in the discipline concerned as well as the minimum amount of the total items to be answered are decreased with one. This means also that per cancelled item the pass norm is decreased with 0.3 points.

Article 17.4 Other test forms

Objections against tests other than the progress test or the module test with closed questions must be made known to the module coordinator within 6 school days. The module coordinator will then decide on the objection within 12 school days after the test and immediately informs the students of this decision by email.

Article 17.5 Moderation

par. 1 All assessments are subject to moderation where a second assessor ensures the assessment criteria of the assessor have been applied in a fair and consistent manner.

par. 2 Any discrepancies will be discussed between the assessor and the moderator where the moderators decision is final.

par. 3   Assessment in year 1 and 2 will be moderated internally whereas assessment in year 3 will be moderated by an external lecturer.

Article 17.6   The second opinion

par. 1   Students are entitled to a second opinion of a component of the module exam.

par. 2   Students wishing to be considered individually or as a group for a second opinion on part of a module exam must make this request to the Exam Committee using the standard format. If the application for a second opinion is made by one student, whereas the assignment was done by two or more students, the altered result will only apply to the student who submitted the request. The other students can no longer be considered for a second opinion. They must however be informed about the second opinion request and must have co-signed the application form.

par. 3   For consideration of the second opinion request a student must subject to the following procedure:

a) Within 15 school days after publication of a (module) exam result, the student has a conversation on the assessment with first the assessor of the part concerned followed by the module coordinator. Assessor as well as coordinator signs the form after the conversation.
b) At the latest the request is handed in at the Exam Committee on the 15th school day after publication of a (module) exam result.

par. 4   When making the application for a second opinion, the relevant assignment (if applicable) must be resubmitted (unaltered) to the Exam Committee accompanied by the original version containing the feedback from the assessor. The Exam Committee will provide the assessor only with the assignment without previous comments and results.

par. 5   The Exam Committee appoints a second assessor, whose assessment is binding. The result of this second opinion must be known to the Exam Committee within 10 school days. The second assessor is someone other than the teacher/tutor who assessed the work at a previous stage.

par. 6   Making use of a second opinion can result in a student not (easily) being able to take the next possible resit. In that case, a new date for the resit will be determined under consultation with the Exam Committee.

Article 18   Hardship clause

No detailed specifications on the Exam Regulations.

Article 19   Unforeseen circumstances

No detailed specifications on the Exam Regulations.

Article 20   Introductory stipulations and title

Article 20.1   General

par. 1   This module exam regulation becomes effective as of the study year 2009 and applies Hospitality Management students. Previous module exam regulations expire.

par. 2   These regulations can be cited as Module Exam Regulations Stenden South Africa , 2009.

3 Student Facilities & Services

3.1 Information Services

Stenden South Africa knows different information media. This guide is one of them. Furthermore the Stenden South Africa uses the following media:

- Student Manager, the online student administration programme;
- Email; and
- Bulletin Boards.

Students are expected to read these media <u>daily</u> and both students and staff are expected to respond to communication within 24 hours during week days.

3.2 Student counselling

You can contact our student counsellor with questions that relate specifically to your situation. Mr. Pieter Smit has multiple years of experience in coaching and counselling young people and can be contacted by email, phone, or at the office. Please refer to the staff list in the back of this document for details.

A student counsellor can provide information, advice, support or counselling for:

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

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

Please refer to chapter 5 for the contact details of Mr. Smit.

3.2.1 Health and Wellness

As Stenden South Africa takes health and wellness of its students very seriously the following is in place to promote health and wellness:

The SRC has a dedicated sporting portfolio in place to promote active sports amongst students. Students are encouraged to participate in some form of sport.

Our catering department focuses on providing healthy balanced meals to our students. Menus are designed based with a focus on health.

Students who need assistance in contacting a Medical Practitioner, may ask for assistance via Guest Relations in calling a Medical Practitioner.

Our Security is on standby 24 hours a day and available for students who may need to call for medical assistance after hours.

3.3   Disability & Study

Please contact the Student Affairs Manager early in your studies if you suffer an impairment that may limit your studies. Refer to the Stenden South Africa "Impairment Policy" available in this Prospectus.

3.4   Schedules & Module Books

Schedules and module books are available latest at 8:00 on the Monday of the start of the module in the Library. Here you will receive your schedule and your module book for the new module. Schedules will also be placed on the Groups drive.

3.5   Registration of Study results

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

3.6   IT Services

Stenden South Africa offers its students over 40 PC's on campus and Wireless internet capabilities around campus to ensure internet access through laptops. All lecture rooms are equiped with computers and projectors to facilitate PowerPoint presentations. Upon arrival each student will be assigned an account that features storage and email facilities. Stenden South Africa has a full time IT administrator that will gladly assist with any computer problems students may have.

Computers in the library are to be used for academic purposes only. Computers in the computer room may also be used for personal use and are accessible 24 hours a day.

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

3.7   Library

The Stenden South Africa library is equipped with all the necessary facilities for students to use during their studies. There are over 20 computers, over 4000 books, wireless internet (WIFI), copying facilities, newspapers, journals, magazines, and many other facilities to assist you with your studies. The library use is free of charge to all staff and registered students of Stenden South Africa.

The library is opened during weekdays from 8:00 to 20:00 during all modules and study weeks. During holidays it will be closed.

Book loans

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

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

Books with a "yellow-sticker" are only for reference in the library. This is to ensure that there is always a copy of a book available.

Other materials that are not available for loan are:

- Serials (journals, magazines, etc.)
- Reference Books
- Special collections
- Material that is put on the reserved shelf

A fine will be levied on all overdue books starting 24 hours after with a limit of the current purchase value of that book. When a student loses a book, he / she will be invoiced for the current value of that book. No books will be loaned to students who have not paid his/her library fines. Library fines must be paid in cash to the Librarian, who will issue a receipt and cannot be billed on the school fees bill.

Some main rules to keep the library a suitable place for study:

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

Copyright and Plagiarism

Stenden South Africa seeks to adhere strictly to international copyright rules and regulations. Students are expected to adhere to these regulations. Please refer to Article 6.3 par. 1 of the Exam Regulations and http://www.whatiscopyright.org It is expected of all students to submit their module assignments and written academic work via Ephorus. Each student will be given access details to the programme

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

There are small lounges available for small groups that can be used. During functions the large public lounge / restaurant will be used.

Stenden South Africa   serves three meals per day on times as determined by the operational department and the SRC, represented by the Food Committee. Students who live and eat on campus, should book for meals that they will not take, also during weekends.

The kitchen is not accessible to students except when they are on duty or when they do practical work, but facilities for beverages and snacks are available at all times in the dining room and bar. The restaurant can also be used for functions at which time wine and beer may be served.   Students make use of the restaurant that is also used for training purposes. It is therefore important that students should keep the restaurant neat and clean at all times.

Laundry Services are available on campus, though this service may be outsourced to external parties. Detailed information on laundry services will be supplied in the orientation week.

The hostel gardens have beautiful views of the sea, marina and town. Braai facilities are available for student functions and can be organised through the SRC or with the campus supervisor.

We like to keep our campus clean and neat. For a large part of the year, the campus is home to most students and they would all like to live in a healthy, clean environment. It is therefore important that all work together on keeping the campus clean.

3.9   The Alumni Network

The Alumni Network is the network for final year students and graduates of all Stenden South Africa study programmes. The purpose of the Alumni Network is to maintain structural contact between graduates (alumni) and Stenden South Africa study programmes. The Alumni Network ensures that alumni are kept informed about the most recent developments in the field of work, the study programme and the (career) developments of other alumni. On the other hand, the Stenden South Africa is kept informed of the careers of alumni and the developments on the labour market. This also gives the Stenden South Africa the opportunity to gain feedback about the education programme.

3.10 Complaints Procedure

A policy on the complaints procedure can be found on Student Manager.

4. Student Rules & Regulations

4.   Introduction Student Regulations

The Student Regulations set out your rights and obligations as a student.

Stenden South Africa reserves the right to make changes to the rules and regulations from time to time as deemed necessary and students will be notified by e-mail of such changes. Students are bound by the rules and regulations of each year and not only by those signed when they attended Stenden South Africa for the first time.

4.1   Compliance with regulations

When students sign their Institute registration form, they subject themselves to the rules and regulations of Stenden South Africa , of which the Student Regulations form part.

All staff members and students share the responsibility of ensuring that students comply with the rules and regulations of the Institute.

Formal disciplinary measures may be implemented by the Academic Dean, the Deputy General Manager the Exam Committee, the Student Representative Council or any other disciplinary bodies, in accordance with the procedure prescribed in the Regulations for Student Discipline.

A student commits a transgression if he/she transgresses any rule of these regulations or any Stenden South Africa rule or regulation.

4.2   Student Rules and Regulations Policy

The complete student rules and regulations policy document is available on the Groups Drive: 🗁 Students 🗁 Rules and Regulations

4.3   Students Rights

Students rights are outlined in the student rules and regulations policy. The complete student rules and regulations policy document is available on Student Manager

4.4   Dress code

How one dresses reflects personality, attitude and personal taste.   In determining a dress code the pre-conceptions of people from the public have to be taken into consideration. Sloppy dress and poor hygiene standards are perceived by the public as indicative of poor service, low educational standards and a general 'don't care' attitude.

Uniforms are expected to be worn during guest lectures, functions, outings, work based learning, and any other event for which the management deems it important to provide a professional image of the campus and its students.

When students wear their uniform, they should be dressed in a professional way and keep up high hygiene

Guidelines for professional appearance: Male Students:

- Mobile phones are not permitted on the practice floor;
- Chewing gum and sweets are not permitted on the practice floor;
- Students are obligated to be in complete school uniform (pants, clean and ironed college blouse, tie and jacket;
- Students are obligated to have polished black shoes. Trainers, boots, platform shoes etc. are not permitted on the practice floor;
- Students should be clean shaven;
- Socks should be either black or navy blue and free of prints;
- The name badge should be placed on the left side of the shirt / jacket;
- Earrings, piercings and tattoos are not permitted;
- If hair is long it should be tied back;
- Extreme hair colour is not permitted;
- It is allowed to wear one watch and one ring per hand.

Guidelines for Professional appearance: Female Students

- Mobile phones are not permitted on the practice floor;
- Chewing gum and sweets are not permitted on the practice floor;
- Students are obligated to be in complete school uniform (skirts, clean and ironed college blouse and jacket;
- Students are obligated to have polished black shoes. Trainers, boots, platform shoes, ballerinas etc. are not permitted on the practice floor;
- A name badge should be placed on the left side of the shirt / jacket;
- Excessive make up piercings (tongue, one earring per ear) and tattoos are not permitted. Only one pair of small earrings;
- Long hair should be tied up and avoid extreme hair color (only natural or neutral colors);
- It is allowed to wear one watch and one ring per hand.
- Female students are required to purchase a black hand bag for formal outings. No coloured or beach bags are permitted.

During the orientation week, students will be briefed on personal hygiene and presentation whilst in uniform. Detailed information on self presentation is supplied on the Groups Drive: 🗁 Students 🗁 Rules and Regulations

4.5   Health and Safety

Stenden South Africa has an extensive emergency plan in place. This plan describes the principles of action in case of fire, accidents and other calamities.

In case of an emergency, please contact the campus manager. After office hours, the security guards on campus are in direct contact with police and ambulance services.

In terms of the Occupational Health and Safety Act, the general duties regarding health and safety of all students on campus are the following:

A person should

a. Take reasonable care for the health and safety of himself and of other persons who may be affected by his acts or omissions;
b. Carry out any lawful order given to him, and obey the health and safety rules and procedures laid down by Stenden South Africa , in the interest of health or safety;
c. Report any (potentially) dangerous situation or accident to the Support Services Manager or to the health and safety representatives.
d. In case of injury resulting in possible fracture to legs, back, or neck, or any accident resulting in an unconscious condition, or a severe head injury, the student is not to be moved until medical attention has been given by authorized personnel. If needed they will call emergency services and a doctor. The following staff members have first aid certificates:
    - Michael Mpalala
    - Bongani Bavuma
    - Mzameli Dikeni

Common sense and personal interest in safety are still the greatest guarantees of your safety. We take your safety seriously and any wilful or habitual violation of safety rules will be considered cause for dismissal. Stenden is sincerely concerned for the health and well being of each student. The cooperation of every student is necessary to make this company a safe place in which to work.

Exits

Make sure that you know where the nearest exit is to your workplace and where other exits are. Make sure that you know where the emergency exits are.

Make sure that you know about hazards near your workplace that require special steps to be taken in the event of, for example, a power cut or flood.

Emergency Instructions

Follow these rules in an emergency:

1. Stop work and leave the building IMMEDIATELY when the fire alarm sounds or when you are instructed to do so!
2. Shut down any operations that may create additional hazards if left unattended, but only if it can be done without endangering yourself
3. Turn off computers, equipment, fans, etc., and close desk drawers.
4. Close windows, if it is safe to do so. Do not lock doors, but close them.
5. Follow instructions, avoid panic, and cooperate with those responding to the emergency.
6. Proceed to the designated or nearest exit. WALK, DO NOT RUN
7. Do NOT delay your exit from the building by looking for belongings or other people.
8. When leaving the building, go to a clear area well away from the building (the grass in front of the building or the grass behind the buildings where the soccer field is).
9. Do not obstruct fire hydrants or the responding fire/rescue workers and their equipment.
10. Do not move injured persons unless absolutely necessary
11. Do not re-enter the building until instructed to do so by your supervisor or fire/rescue worker.
12. Inform a member of the health and safety committee if you know of anyone who is not at the assembly point that should be there and if there are hazardous situations in the building that my aggravate circumstances

The above rules will be enforced. Periodic fire emergency drills may be conducted. Your life and the lives of others will depend on your cooperation.

Emergency plan:

In the case of emergency, it is the responsibility of the health and safety committee to:

1. arrange for evacuation of employees
2. render first aid
3. salvage and restore company operations

If you ever discover a fire:

1. Remain calm. Do not shout "Fire!"
2. Inform a member of staff.
3. The responsible person mentioned above will phone the fire brigade or dial "10111" and give the operator
4. the location of the fire, the floor, wing, and room number, if possible. SHOULD A MEMBER OF STAFF NOT BE NEARBY YOU SHOULD DO THAT YOURSELF
5. All persons should then proceed to the assembly point (grass in front of the building or grass at the back of the buildings where the soccer field is)
6. The health and safety officer or other member of the committee will then make sure that all persons are accounted for.
7. Confine the fire if possible.
8. Never enter a smoke filled room
9. Never enter a room containing a fire unless a back up person is present
10. Never turn your back on a fire, even if it appears to be out, be aware of possible re-ignition

Should a person's clothes catch fire:

1. Stop the person on fire from running
2. Drop the person to the floor or other horizontal surface to prevent flames and hot gas from rising to the head
3. Roll the person to extinguish the flames. Blankets can be used to cover the person and
4. exclude oxygen from the flames. You can also use water to extinguish the flames.
5. Immediately remove smouldering clothing and hot clothing that has adhered to the skin
6. Call for medical assistance

Explosives or suspicious device found on premises

1. Do not touch the device or try to investigate it
2. Immediately inform the health and safety officer or make alarm if the officer is not present
3. Notify the fire brigade and make sure that emergency services can get to the area
4. Make sure that all persons know that they have to evacuate the area immediately according to the emergency instructions
5. Prevent unauthorized persons to enter the area
6. In case of any other emergency, follow the emergency instructions

Should someone get hurt, follow the instructions in the safety rules and guidelines and report the incident immediately.

4.6   Language Policy

Stenden provides education for students from different nationalities and cultures who speak different languages. Our one common language is English. As such students and staff are expected to use English in all their communications to ensure all can understand and feel included.

4.7 Residences

Stenden South Africa offers rooms on or off campus to its students. To maintain a positive climate for study and relaxation there are rules and regulations which govern both on and off campus residences. Students will receive these rules during the orientation week and will have to sign for their acceptance of them as part of their contract with Stenden South Africa.

4.8 Disciplinary Measures

Disciplinary measures and processes are described in the student rules and regulations policy. This document is available on Student Manager.

5. PBL code International Hospitality Management

Foreword

Problem Based Learning (PBL) and Stenden South Africa International Hospitality Management (STENDEN SOUTH AFRICA): two terms for the same thing: education in the human dimension, in which students work together on solving a given problem. They learn from each other, they steadfastly follow the seven steps and immerse themselves in the sources: curious about new knowledge. The STENDEN SOUTH AFRICA staff member is the wise tutor: he or she supervises, supports and encourages. He or she bears responsibility and behaves in a manner befitting an excellent supervisor.

Introduction

This sub-code is intended to provide STENDEN SOUTH AFRICA tutors with clear guidelines that STENDEN SOUTH AFRICA feels are important to PBL education. A distinction is made between five different aspects: a professional approach, contact with students, use of resources, use of instruments and, finally, being presentable.

Professional approach

- As tutors, we recognise the importance of being present at tutor meetings according to the timetable. We do not leave others waiting, we are properly prepared and we call to cancel if we are unable to attend.
- If we miss a meeting, we personally make sure that we are informed of what was discussed.
- We are aware of the rules applicable at STENDEN SOUTH AFRICA and are completely familiar with the regulations applicable to PBL education.
- We keep the module coordinators informed of progress and the process of the module and other matters that are important to them. We thus create the conditions for optimum coordination of the various subjects, and a clear image of the performance of the PBL groups within the module is obtained.
- We ensure that the module is correctly concluded.

Contact with students

- As tutors, we set an example for students with our attitude and behaviour. We behave, as we would expect them to behave.

- We adopt a careful approach to our responsibilities as tutors in respect of students and do not abuse our position.
- We arrive at the PBL meeting well prepared and on time. We take account of the availability of the room by monitoring the time during the meeting.

If we want changes to be made to the timetable, we arrange this in good time with those responsible for timetabling.

- Prior to the module we agree a number of rules of play with the students so that everyone knows which behaviour is and is not accepted during the PBL meetings. We also discuss the consequences of not complying with these rules. For example students can be refused access to the meeting, they can be given a warning or points can be withheld from them. We also hold students accountable for unacceptable behaviour.
- As tutors, we actively listen to students so that we know what they expect from us and can act accordingly.
- We return to relevant questions if we are not immediately able to answer them. If we are not ourselves able to answer certain questions, we refer students to the right person.
- We evaluate the PBL meeting and our working method by asking students for feedback. When we come across problems, we look for solutions with the aim of improving the education.

Use of instruments

- As tutors, we apply the seven steps and analysis methods consistently so that general agreement is reached on the way in which we give shape to PBL. The same applies to the use of the tutor instruction. We take this as the basis for steering and supporting students in completing their tasks.
- We adopt a careful approach to tutor instructions and make sure that students are not able to read the instructions. This means, for instance, that we do not leave them lying around in the classroom but store them properly.
- Use of resources.
- We leave classrooms neat and tidy for the next user.

Presentation

In a number of situations, we set requirements for the personal presentation of students and teaching staff. It is the responsibility of the lecturer setting the task to determine the 'dress code', which then applies both to the student and the lecturer.