



**AUTHOR**

## RECORD OF CHANGES

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## **1. PREAMBLE**

At the Cape Town College of Fashion Design we understand that there are a large number of reasons why the achievement of any one student can be adversely affected. The College is committed to identifying and addressing these barriers to learning and to supporting each and every student in achieving his/ her full potential.

## **2. PURPOSE**

The following aspects define the purpose of this policy:

### **2.1. Guidelines**

To establish clear guidelines for the development and evaluation of programmes and services that will afford all students adequate academic, environmental and personal support, in the interests of ensuring that they have a fair chance of achieving academic success.

### **2.2. Benchmarks**

To provide benchmarks to guide the planning, development, design and evaluation of learning support which will serve as a point of reference for all academic staff and enhance the quality of the learning experience.

### **2.3. Learning System**

To provide a fully aligned learning system through the alignment of learning support services with the purpose, outcomes, learning strategy and assessment criteria of the modules.

### **2.4. Innovation**

To encourage new and innovative approaches to student support and development of programmes and services as required by the demands of an ever-changing environment.

## **3. POLICY STATEMENTS**

- The College strives to create an enabling environment conducive to meaningful learning in which students from all backgrounds are supported by committed and suitably qualified staff. The College promotes an ethos of reciprocity, service and

tolerance and is supportive of academically underprepared students, women, minorities, students from SADC countries, other international students, HIV-positive students, disabled students, mature or working/ part-time students and other under-represented groups.

- The administration, communication, support services and curricula reflect and value diversity as far as possible and staff capacity and administrative infrastructure are sufficient to cater for the number of enrolled students so as not to compromise the student's support and developmental needs.
- Students have sufficient access to technology to make it possible for them to succeed in the programme and information on student support services is made accessible to all students.
- Services are made available at the three important phases of a students' career: on first entering the institution; to promote retention during students' stay; and to ease the move from HE into the world of work.

## 4. DEFINITIONS

The following definitions have been adopted by the College and are taken from the Improving Teaching & Learning Resources, Resource No. 4: Student Development & Support (2004)

**Student academic development** refers to the curriculum strategies employed at the teaching and learning interface to enhance the quality of learning and the academic performance of students. In South Africa, 'student academic development' sometimes has the alternative meaning of 'academic development' or 'educational development', referring specifically to institutional responses to the needs of underprepared students. It is important to recognise that all of these terms most centrally refer to curriculum development (in its widest sense, including the design of content and forms of delivery and staff development). Student academic development therefore refers to both specific 'stand-alone' or 'add-on' or extended or enriched programmes (e.g. bridging, recruitment, preparation or foundation programmes aimed at the specific needs of a particular group of students), and curriculum development initiatives in the mainstream academic curriculum at all levels of HE.

**Student development** refers to those extra-curricular campus activities designed for quality of life and for personal and social development, such as leadership development;

sport; gender support groups; and student political, cultural, religious and social societies; as well as appropriate forms of communication and support for off-campus students.

**Student support** refers to those services that support students in their day-to-day lives on campus as well as those services that support them in their academic work. This includes, among others, services such as financial aid; bursary and loan schemes; residences; student counselling; library services and resources; IT provision; health services; support for students with HIV/AIDS, and so on.

## 5. STUDENT ACADEMIC DEVELOPMENT

### 5.1. Student orientation

Student orientation takes place on the 1st day of each academic year. The purpose of orientation is to introduce new students to their peers, the academic and support staff, to familiarise them with the access to and use and of facilities and to outline the relevant Policies, Procedures and Rules and Regulations.

Information on the learning programme, student support services and the teaching and learning philosophy adopted by the College is communicated verbally and in writing.

### 5.2. Academic preparedness

Sufficient academic support must be provided to students at entry level. The application interview is used to identify students who may be underprepared and appropriate recommendations for student development are made. The applicant may be recommended to:

- Register for one of the short skills courses offered by the College
- Register for an English Language course offered by a registered institution
- Contact a reputable career counsellor and reevaluate his/ her career choice
- Enrol in a fashion design foundation programme offered by a registered Institution

### **5.3. Student mentorship**

The Academic staff must provide each and every student with the support required to perform academically, and encourage active engagement from the students through:

- Establishing a supportive relationship with all students
- Adopting a creative approach to teaching and learning
- Providing regular constructive assessment feedback
- Mentoring and coaching

Students may make an appointment to meet with any lecturer or the Academic Head to discuss their progress and request additional assistance with managing their workload or to ask for additional tutoring in an area where she/he may be struggling.

### **5.4. Academic progress**

Students receive an Academic report on a quarterly basis to assist them to monitor their progress and to identify any areas of concern.

Students also meet with the Academic Head and the relevant lecturers to discuss their progress. Recommendations for improvement are made and the feedback is minuted.

### **5.5. Student at Risk programme**

Student progress is monitored weekly by the Quality Assurance Committee. Students who have a poor attendance record, or who have failing profiles are identified and are requested to meet with the Academic Head to address any problems relating to their academic performance.

Students who are experiencing ongoing academic problems are requested to meet with their parents, the Academic Head and the relevant lecturer to discuss and resolve the areas that are affected.

All meetings and correspondence with 'at risk' students and their parents must be documented and stored in their student file.

## **5.6. Students with learning challenges**

Students with learning challenges are accommodated as far as possible, taking the current College resources into consideration. The Academic Board is responsible for approving any recommendations made by the Quality Assurance Committee to accommodate a student with any of the following learning challenges:

- A cognitive disadvantage which affects their ability to learn at the same rate as their peers.
- A specific learning difficulty which may or may not be linked to a cognitive disability.
- A speech and language impairment affecting their ability to comprehend.
- A physical disability and sensory impairment.
- An emotional disability which can affect their ability to learn.
- An extended period of absence which could occur for a variety of reasons.
- A behavioural impairment affecting their ability to concentrate and therefore learn effectively.
- Students who speak a different language at home than the one they speak at College.

## **5.7. Academic queries**

Accurate and timely information must be provided for any academic queries that students may have from time to time. Queries may relate to programme information, career pathway information or administrative information pertaining to academic matters. The Academic Head is responsible for handling such queries.

## **5.8. Learning support materials**

Learning support materials are made available to all students. Refer to the Learning Support Materials Policy for more details.

## **6. STUDENT DEVELOPMENT**

### **6.1 Student involvement**

The College promotes continuous feedback from students through informal discussions and an 'open door' policy where any student may approach lecturers or the Academic Head to discuss personal and/or academic concerns.

### **6.2 Student Representative Committee**

The College encourages communication between students and the College using the Student Representative Committee (SRC) as a vehicle to facilitate the process.

### **6.3 Student Social Events**

Regular student and staff social events provide an opportunity to strengthen relations and take a break from the demands of the intensive curriculum.

## **7. STUDENT SUPPORT**

### **7.1 Open Day**

The College holds an annual 'Open Day' to encourage prospective students to visit and experience the 'body of work' created in each year of the programmes.

Prospective students are able to meet with the academic and support staff who are available to answer any queries relating to a career in fashion.

### **7.2 Enrolment Support**

Administrative staff must ensure that they are helpful, clear and consultative in the way they relate to and make arrangements for students and that during the registration process they are clear about what resources and equipment the College provides and what the student will need to supply themselves.

### **7.3 Student Counselling**

The College does not have the resources required to provide a counselling service to students but does provide information regarding possible service providers who are able to cater for the specific type of support/counselling the student requires.

### **7.4 Financial support**

The College offers a small number of bursary opportunities each year, covering the academic fees only for that year, to students who are deemed to have been previously disadvantaged and/or having extreme financial difficulties and who have demonstrated deserving of this opportunity. The Executive Committee is responsible for evaluating the bursary applications and for submitting its recommendations to the Academic Board for approval.

### **7.5 Administration support services**

Administrative staff are available to assist the students with queries relating to admissions, accounts, fees, facilities, accommodation and general queries that may arise.

A printing/ copying/ scanning/ laminating service is provided to all registered students, at a competitive rate.

### **7.6 Library support**

Assigned bursary students are available to assist students in accessing and selecting appropriate library resources as required. Library resources are available to students on site.

### **7.7 IT support**

The lecturer/s responsible for delivering the Digital Fashion Application module are available to assist students with most IT queries relating to navigating the Windows operating system, using the internet effectively and the application of the various functions of the MS Office programmes, Corel Draw, Adobe Illustrator, Adobe Photoshop and Adobe InDesign.

## **7.8 Graduate support**

Upon graduation, every effort is made to place students in suitable companies. Lecturers are available to answer any queries relating to contracts, fees, new job opportunities etc. Any job opportunities that the College is informed of, are forwarded to graduates seeking employment.

Graduates are encouraged to contact the College on a regular basis so that the College can keep abreast of their performance in the industry. Graduate success stories are communicated to relevant stakeholders.

## **8. STAFF DEVELOPMENT**

The College will ensure that academic and support staff have sufficient training in order to provide the required student support and development services of the programmes offered by the College.

Staff performance is monitored by the Quality Assurance Committee and recommendations for additional training and in-house workshops must be submitted to the Academic Board for approval.

## **5. REFERENCES**

- Student Support Policy – University of Johannesburg
- CHE / HEQC Criteria for institutional audits, 2004
- HEQC Improving Teaching and Learning Resource; Resource 4, 2004
- Designing and Delivering Distance Education: Quality Criteria and Case Studies from South Africa, NADEOSA
- Student Support Policy – St George's School