

LEARNERS’ POLICY DOCUMENT

2023

Seychelles Institute Of Technology

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1. **The Seychelles Institute of Technology (SIT)**

The Seychelles Institute of Technology (SIT) is a recognised UNESCO-UNEVOC Technical and Vocational Education and Training (TVET) Professional Centre. Established in 2005, SIT operates under a mandate to provide technical and occupational training, primarily to secondary school leavers in Seychelles in order to meet manpower needs. SIT also works with outside organisations, business and services background to provide other tailor-made training programmes.

Programmes on offer are from Level 3 to Level 6 that is, Apprenticeship, Certificate, Advanced Certificate, Diploma and Advanced Diploma as established in the National Qualification Framework (NQF). All programmes are locally developed to meet the needs of industry.

The SIT programmes are designed to equip learners with the knowledge, practical skills and the maturity required in the employment. SIT graduates entering the labour force are job ready.

Job readiness is one of the key strengths of SIT graduates. Learners complete a work placement programme to learn how to apply their skills in the workplace. This unit component is compulsory on every programme SIT is situated in the Industrial Estate at Providence and has a capacity to take 600 learners full-time on campus. In the new strategic plan 2019– 2023, SIT has adopted a logo and motto; “Training for Excellence and Opportunities”, both of which indicate the standards through the

centre.

SIT remains as the only TVET institution providing training in Built Environment and Engineering in Seychelles. Hundreds of learners have graduated from SIT and are gainfully employed whilst a good number of them have been able to pursue further studies overseas up to degree level in

universities.

The Governing Board of SIT has the mandate to provide guidance to the functions of SIT and the Director of SIT. The Management of SIT comprises of the Director, the Deputy Director of Studies, the

Administrative Officer the, Heads of Programmes (HOPs) and the Quality Assurance (QA) Officer and the Registrar. SIT is equipped with class rooms, training rooms, laboratories, technical drawing rooms, computer rooms, workshops and a library.

All computers are connected to internet for training and research. Access is free. A Wi-Fi

connection is available on campus which can be accessed by staff and learners. A minimum access fee of SR50 per device each semester has to be settled by the individual.

1. **Vision and Mission**
   1. **Vision Statement**

# Becoming a national TVET leader in empowering learners with quality knowledge, skills and values to contribute to the national economic development.

* 1. **Mission Statement**

# The mission of SIT is to work in partnership with industry, using quality and responsive programmes which incorporate innovation and research to enrich learners’ competences for employment, entrepreneurship and lifelong learning in a globalized environment.

## The Strategic Priority goals as guided by the mission are:

* + 1. Encourage development and move for implementation of new and ongoing strategic Initiatives that serve the SIT mission and advance its vision.
    2. Training, innovate, participate in research, and serve SIT in spaces that support and enhance good practices, innovation and exemplary work.
    3. Fiscal Sustainability, Transparency, Accountability and Effective Management.
    4. Value the SIT staff and excellence in teaching and learning.
    5. Equip the SIT workshops and laboratories with up-to-date machineries and IT equipment matched with new latest technologies in application.
    6. Strengthen SIT Campus Safety and Security.
    7. Training, innovate, participate in research focusing on a learner-centred experience, leading to employment and entrepreneurship, serving SIT in spaces that support and enhance good practices, innovation and exemplary work.
    8. Ensure programme development which is responsive to new job and career opportunities.
    9. Build on its partnership with Industry, Business, Private and Non-governmental organisations and Educational Institutions Both locally and internationally to obtain support in training and employment opportunities for the learners and graduates.
    10. Strengthen Parental involvement.
    11. Provide internet access to all staff and learners on SIT campus.

**3.0 SIT CORE Values**

The SIT CORE values based on the SIT staff character attributes are the foundation of our genuine relationships with learners, parents and each other. Passionate, knowledgeable, skilful lecturers are the core strength of our institution system. We expect our departments and staff to provide a dynamic and rewarding learning experience for learners. Excellent teaching begins with strong relationships between departments and learners and is nurtured by collaboration among colleagues. We are committed to supporting a professional team that creates and sustains an atmosphere of intellectual excitement, innovative instruction and personal growth.

We create safe, positive climates for learning and working environments that prepare learners to be empathetic citizens of the Seychelles.

**Self-discipline** Demonstrates determination, strength of mind, and commitment to comply to set rules and regulations.

**Innovation** Pursue quality in teaching and learning through encouragement and support of creativity and ingenuity.

**Team-work** Work as a team, remaining united in our endeavours, engaging in collaborative partnerships for win-win outcome.

**Care** Go the extra mile in being compassionate, showing genuine interest and consideration for others and for the environment.

**Openness** Display transparency by practicing the highest ethical standards and promoting honesty and trust as keys to sincere relationships.

**Responsibility** Display conscientiousness in all that we undertake and to the learning environment to support the centre’s mission.

**Excellence** Strive to uphold excellence and continuously seek improvement in teaching and learning as well as in all other aspects of the centre.

## 4.0 The SIT Policies

**POLICY No.1 LEARNER RIGHTS AND RESPONSIBILITIES POLICY**

|  |  |  |  |
| --- | --- | --- | --- |
| Category: | SIT | Date of Issue: | 01/01/18 |
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| Responsible Executive: | Director SIT | Policy Number: | 01 |
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| Approved by: | SIT Governing Board | Revision Number: | 00 |

## 1.0 INTRODUCTION

The Seychelles Institute of Technology (SIT) endeavours to provide a safe environment, conducive to personal and intellectual growth, which is characterized by understanding, respect, peace, tolerance, trust, openness and fairness. As members of the Professional centre (PC) community, learners can expect to be part of a respectful, engaging and collaborative environment.

Members of SIT community have certain rights and responsibilities, including an obligation to deal ethically and fairly with other members and to not discriminate or harass. SIT has established policies and procedures to ensure that all members of SIT community may benefit from the promotion of its core values. All members of SIT community should share responsibility for ensuring that the SIT’s learning and work environment respect these commitments***.*** SIT upholds and shall take reasonable steps to ensure that learners, as members of the PC community, are aware of their rights and responsibilities and uphold these rights and responsibilities.

## 2.0 POLICY STATEMENT

This policy is to safeguard the rights of learners of SIT and ensure that the learner’s experience at SIT is enhanced through a conducive learning environment. The policy supports the PC’s commitment to the principles of equality and diversity, and the protection of learners.

In terms of rights entitlement, the emphasis of this policy is on learners having access to training programmes and facilities, discontinuing and renewing their studies and participating in the management of the Professional Centre they are enrolled in. The responsibilities extend from learners fulfilling the requirements of their respective programme of learning to compliance with the Learner Code of Conduct.

Learners are encouraged to exercise personal responsibility and which it considers relevant to success in the PC’s programmes. SIT shall encourage resolution of challenges and conflicts. Learners are urged to discuss their concerns with relevant staff members or the Learners’ Council Chairperson.

The SIT Disciplinary Committee and all participants shall take reasonable steps to protect the rights and, to the extent appropriate, the confidentiality of all parties involved in any proceedings under the Learners Code of Conduct.

Learners have certain rights as members of the PC in addition to those constitutional and statutory rights and privileges inherent in the Constitution of Seychelles. Nothing in this policy shall be construed so as to limit or abridge learners' constitutional rights.

## 3.0 DEFINITIONS

Beliefs: The mental act, condition, or habit of placing trust or confidence in another. Conducive: Tending to cause or bring something about.

Confidentiality: Discretion in keeping secret information.

Council: A body of persons appointed or elected to act in an advisory, administrative, or legislative capacity.

Conscientiously: Guided by or in accordance with the dictates of conscience/principles. Consistently: In an expected or customary manner; for the most part.

Discrimination: The act or an instance of distinguishing.

Favouritism: The favouring of one person or group over others with equal claims.

Personal property: Property owned by a person that is not real estate; any rights or interests that a person has.

Prejudice: An adverse judgment or opinion formed unfairly or without knowledge of the facts.

Privacy: The state of being free from unwanted or undue intrusion or disturbance in one's private life or affairs; freedom to be let alone.

Privileges: The principle or condition of enjoying special rights or immunities.

Regulations: A law, rule, or other order prescribed by authority, especially to [regulate](http://dictionary.reference.com/browse/regulate) conduct. Resolution: The act of [resolving](http://dictionary.reference.com/browse/resolve) or determining upon an action course of action, method, procedure. Safeguard: Something that serves as a protection or defence or that ensures safety.

Self-discipline: One's own feelings, desires of improving him or herself.

Sexual harassment: The persistent unwelcome directing of sexual remarks and looks and unnecessary physical contact at a person.

Statutory rights: Statutory rights are an individual’s legal rights, given to him or her by the local and national ruling government.

(Learner) malpractice: means malpractice by a learner in the course of any examination or assessment, including the preparation and authentication of any controlled assessments or coursework, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

Cheating: means trying to gain an unfair advantage over fellow learners or attempting to deceive those setting, administering and marking the assessment.

Plagiarism: is copying someone else’s work and trying to pass it off as one’s own. It might be another learner’s work that is copied, or it might be the extensive use of published material from books and articles without proper acknowledgement of the source.

Collusion: Collusion is the active cooperation of two or more learners to deceive examiners.

Learners will be guilty of collusion if they knowingly allow any of their academic work to be acquired by another person for presentation as if it were that person’s own work. If a learner offers to provide work to another learner to be passed off as their own, he/she is guilty of collusion.

## 4.0 ABBREVIATIONS

PC - Professional Centre

WBE – Work-Based Experience

## 5.0 LEGAL CONTEXT OF THE POLICY

This policy stems from the provisions of **Part 5** – Learners, Their Rights and Duties (Sections 35 and 36) of the Tertiary Education Act of 2011. It is also grounded in The Constitution of Seychelles, 1995.

## THE POLICY

* 1. **Scope**

This Policy applies to all learners enrolled in SIT, and while on the SIT premises, when acting as delegates or designated representatives of the SIT, and when on Work-Based Experience. It applies to behaviours or conduct occurring in both academic and non-academic settings and may be applied to behaviours or conduct online if the rights of members of the SIT community to use and enjoy the SIT’s learning or working environments are adversely affected. Where an event impacts the SIT environment, SIT also reserves the right to enforce this Policy regardless of whether any legal proceedings are undertaken by any other party.

## General Guidelines and Procedures

* + 1. **Learner Rights**

## Access to programmes of learning and facilities

SIT shall be open to all learners who meet the SIT’s admission criteria, who’s potential could be reached through the SIT’s study programmes, facilities and services available to learners under the rules and regulations of SIT.

## Learning environment

Learners have a right to support and assistance from SIT in maintaining a climate conducive to thinking and learning. Learners have the right to a PC community characterised by mutual respect and equal opportunity. Learners have the right to study in a safe environment where their physical and psychological well-being is protected. Teaching at SIT should reflect consideration for the dignity of learners and their rights as individuals. Learners are entitled to academic freedom and autonomy in their intellectual pursuits and development.

## Rights on programme

Learners have the right to reasonable notice of the general content of the programme/course, what will be required of them, and the criteria upon which their performance will be assessed. Learners have a right to have their performance evaluated promptly, conscientiously, without prejudice or favouritism, and consistently with the criteria stated at the beginning of each course of their learning programme.

## Discontinuation and renewal of programme of study

Learners have the right to discontinue and renew studies in accordance with the procedures established by the SIT Charter and statutes.

## Role in governance of SIT

Learners have a right to participate in the formulation and application of the SIT policies affecting academic and learner affairs through clearly defined means, including membership on appropriate committees and administrative bodies. Learners have a right to due process in any proceeding involving the possibility of substantial sanctions. This includes a right to be heard, a right to decision and review by impartial persons or bodies, and a right to adequate notice.

## Freedom from discrimination and sexual harassment

Learners have a right to be free from illegal discrimination and sexual harassment.

## Freedom of expression

Learners shall be free, individually and collectively, to express their views on issues of SIT’s policy

and on matters of general interest to the learners by any lawful means. Learners will not be subject

to academic or behavioural sanctions because of their constitutionally protected exercise of freedom of expression.

## Privacy and confidentiality

Learners have a right to privacy and confidentiality subject to SIT’s rules and regulations. Matters shared in confidence (including, but not limited to, information about a learner's views and beliefs) must not be revealed by members of SIT. Learners have a right to be free from unreasonable search and seizures.

## Learner’s records

Learners have a right to protection against unauthorized disclosures of confidential information contained in their educational records. Learners have a right to examine and challenge information contained in their educational records.

## Learners Council

Learners have a right to participate in elections for the Learners Council of the SIT. The Learners Council shall have the means of providing input on SIT’s decision or policy affecting academic and student affairs and the right to form Learners Committee for any lawful purpose.

## Right to appeal

Learners have the right to appeal against official decisions affecting them in accordance with rules and regulations of the SIT.

## Learner’s property or belonging search

Personal property of learners shall not be searched or seized without the learner’s knowledge and approval of the search, except in cases where SIT officials have a reasonable basis for believing that safety and security is involved.

## Learners Responsibilities

Along with rights come certain responsibilities. Academic and non-academic integrity are inherent in learner responsibilities.

## General Responsibilities

1. Learners have the responsibility to adhere to academic and non-academic regulations and abide

by the SIT’s Policies and Procedures.

1. Learners have the responsibility to treat all members of the SIT community with respect, in learning environments and in all other interactions. Learners have the responsibility not to

engage in behaviour that a reasonable person should reasonably know is unsafe or inappropriate and not to intimidate, interfere with, threaten or otherwise obstruct any SIT activity, nor to hinder members of the SIT community in the pursuit of their legitimate activities. Violence of any kind, including sexual violence, is strictly prohibited.

1. Learners are responsible for responsible use of technology. Learners are reminded that images, postings, dialogues, and information about themselves or others posted on the internet (e.g., on social networking sites such as Facebook) are public information. While SIT does not actively monitor these sites, content that is brought to the attention of the SIT which describes or documents behaviour that reasonably suggests breach of SIT relevant policies (e.g., Learner Code of Conduct) is subject to further investigation. SIT reserves the right to appropriately respond to these incidents, which may include disciplinary action.
2. Every learner is responsible to keep SIT informed of their current mailing address, contact information and any change of name.
3. Every learner is responsible to resolve academic and personal problems by communicating with the appropriate SIT personnel.
4. Learners are expected to be individually responsible for their actions whether acting individually or in a group. Learners are considered by the SIT to have an obligation to make legal and responsible decisions concerning their conduct and to model and convey the SIT 's expectations of conduct both on and off campus.
5. Every learner is responsible to observe and obey all health and safety procedures of SIT and those of host organizations during WBE.
6. Learners have the responsibility to respect the right of others to use the SIT resources, and not to monopolize SIT resources to the exclusion of others.
7. Every learner is responsible for contributing to making SIT community safe, respectful and inclusive. Learners must refrain from conduct that threatens or endangers the health, safety, well-being or dignity of any person.

## Academic Responsibilities

1. Learners are responsible to attend classes regularly, to be punctual, to keep work up to date, to complete assignments as required and to demonstrate a satisfactory level of performance and rate of progress.
2. Learners have the responsibility to take an active role in the learning process by meeting individual course and programme requirements.
3. Learners are expected to display appropriate conduct in teaching/learning situations, that will enhance the learning environment. Lecturers/instructors have the right to establish standards of behaviour and attendance requirements and learners shall be expected to meet these requirements.
4. Learners have the responsibility to maintain academic ethics and honesty in all its forms, including, but not limited to, cheating, collusion, plagiarism and other malpractices.

## POLICY IMPLEMENTATION

All members of SIT community have a responsibility to implement and comply with this policy.

SIT is committed to promoting a safe environment for learning and working. The objects and purposes of the PC include the intellectual, social, moral, and physical development of its members, and the betterment of its community.

The best knowledge of a community resides with its members, who are thereby best placed to decide what conduct is appropriate or inappropriate to their diverse environment. For that reason, this policy reflects the collective contributions of all members of the SIT community.

The implementation of the policy shall be guided by the following principles:

* + 1. Openness and learner protection – interventions shall seek to reduce barriers to access to education and training while providing protection to the learner.
    2. Flexibility and responsiveness – interventions shall seek to ensure promotion of flexibility in access to education and learning and address the needs and circumstances of the learner.
    3. Integrity - interventions shall seek to demonstrate the highest level of fairness and confidentiality.

## 8.0 MONITORING, EVALUATION AND REVIEW OF THE POLICY

Monitoring and evaluation of this policy shall be carried out by the Board of SIT, the Learners Council and the Learner Support Officer.

This policy will be reviewed every 5 years to take into consideration any legal changes and trends.

## 9.0 RESPONSIBILITY

The SIT Governing Board shall have the responsibility to ensure the effective implementation of policy.

**10.0 RELATED INFORMATION**

**SIT Documents:**

SIT Charter

Learner Code of Conduct

# All SIT Policies

Other Documents

# Constitution of the Republic of Seychelles, 1995 Tertiary Education Act 2011

## POLICY No.2 LEARNER CODE OF CONDUCT

|  |  |  |  |
| --- | --- | --- | --- |
| Category: | SIT - Studies | Date of Issue: | 01/01/15 |
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1.0 **INTRODUCTION**

Learners are ambassadors of the Seychelles Institute of Technology (SIT) and are often seen as reflections of their chosen profession. There is a necessity, therefore, to instil desirable behaviour, attitudes and values in all learners as stipulated in the Education Act 2004 **68** (1). There is also the need to ensure that SIT operates a safe and secure learning environment where everyone and all property of SIT are protected and the core mission of the PC given effect to without undue distraction.

All members of SIT community are expected to support an environment that is conducive to the personal and professional growth of all who study, work and live within it. SIT has a responsibility to govern the activities of all its members and set standards of behaviour in order to promote and maintain an environment of mutual respect for the rights, responsibilities, dignity and well-being of others and the larger community.

SIT must therefore make provisions for student discipline with respect to conduct that jeopardizes the good order and proper functioning of the training programmes and activities of SIT, that endangers the health, safety, rights or property of its members or visitors, or that adversely affects the property of SIT or bodies related to it.

## POLICY STATEMENT

The Code of Conduct applies to the conduct of all learners both on-campus and off-campus. Conduct of learners is connected with the following:

* + 1. Academic course/programme requirements or any credit bearing experiences, such as work based experience;
    2. Any activity sponsored, conducted, or authorised by SIT
    3. Any activity that causes destruction to property
    4. Any activity in which the law enforcement agencies are involved

Learners have a duty to read and comply with the Code of Conduct and all other standards of behaviour required by SIT's policies and procedures, and to conduct themselves accordingly.

Learners continue to be subject to State laws while at SIT, and violations of such laws may also constitute violations of this Code of Conduct. In such instances, SIT may proceed with its disciplinary action under the policy independently of any criminal proceedings undertaken by law enforcement agencies.

## DEFINITIONS

As used in the policy:

* + 1. “SIT premises/campus” includes all lands, buildings, facilities, and resources managed, or operated, by the SIT.
    2. “Learner(s)” mean individuals enrolled part-time or full-time in any Course or Programme offered by SIT.
    3. “Members of SIT community” include, but are not limited to, learners, staff, and visitors to SIT.
    4. “Complaint” means a written statement, alleging a violation of the Code of Conduct or other published rule applicable to learners at SIT.
    5. “Misconduct” means actions by a learner that are in violation of their responsibilities under the Code

of Conduct and actions that constitute a defined offence within this Code.

* + 1. “Sanction” means penalty for violation of the Code of Conduct.
    2. “Suspension” prohibits the learner from attending SIT, and from being present on SIT premises without the permission of the Director for a specified period of time.
    3. “Working day” means Monday through to Friday during regular SIT opening hours.

## 4.0 ABBREVIATIONS

For the purpose of this policy, the following abbreviations are used:

SIT– Seychelles Institute of Technology

LCAC - Learner Conduct Appeal Committee HOP – Head of Programme

## LEGAL CONTEXT OF THE POLICY

The Education Act, 2004 stipulates at Section **43**. (a) that every student enrolled in a State school or educational institution shall observe the code of conduct of the Ministry and the school. Further, Section **44. (1)** of the Act emphasises the student’s accountability **-**

* 1. to the teacher, lecturer, instructor or other authorised person for his or her conduct on the school premises during school hours and during such hours as the teacher, lecturer, instructor or other authorised person is in charge of the student in class or while engaged in authorised school activities conducted during or outside school hours; and
  2. to the head teacher or director for his or her general conduct at any time that he or she is under the supervision of the school and members of staff.

## THE POLICY

* 1. **Scope**

This policy shall apply to all learners enrolled in any Course or Programme offered by SIT, whether full- time or part-time.

Learners are expected to be individually responsible for their actions whether acting individually or in a group. SIT takes the position that learners have an obligation to make legal and responsible decisions concerning their conduct. In the exercise of its disciplinary authority and responsibility, SIT treats learners as free to organize their own personal lives, behaviours and associations subject only to State laws and to SIT regulations that are necessary to protect the integrity and safety of the activities of SIT and the freedom of members of the SIT community to participate reasonably in the programmes of SIT and in activities in or on the SIT’s premises.

Any learner reported for alleged misconduct is subject to informal or formal disciplinary procedures within this Code, regardless of the action or inaction of civil/criminal authorities. Misconduct by a learner may also constitute a violation of other SIT policies.

## General Guidelines and Procedures

* + 1. **Expectations**

The core purpose of Seychelles Institute of Technology (SIT) is to offer teaching and support learning. As such, it is extremely important that the teaching and learning environment is such that allows learners to learn to their fullest potential.

The expectations relevant to the conduct of learners are as follows:

* + - 1. Showing respect and consideration for all members of the SIT community.
      2. Behaving in a way that does not affect the learning, enjoyment, health and safety of other members of the SIT community.
      3. Being courteous, responsible and respecting the rights and opinions of others.
      4. Respecting the work, ideas, beliefs and values of others.
      5. Working co-operatively with all members of the SIT community and carrying out instructions and requests when asked to do so.
      6. Wearing the SIT uniform in the stated way and following appropriate grooming procedures.
      7. Maintaining a clean, tidy, orderly and healthy SIT environment.
      8. Using all SIT equipment and resources safely and responsibly.
      9. Returning any items or books by the time required.
      10. Attending all classes regularly and on time.
      11. Completing course work and other parts of the programme (e.g., work-based experience) to a satisfactory standard and on time.
      12. Switching off mobile phones and/or other personal devices in all learning areas.
      13. Knowing and following **ALL** SIT policies, procedures and specific regulations.

## Prohibited Conduct

Any learner found to have engaged, or attempted to engage, in the following while within the SIT's jurisdiction, shall be subject to disciplinary action by SIT:

* + - 1. Academic misconduct

Examples of academic misconduct include, but are not limited to:

* + - * 1. Violation of programme rules;
        2. Plagiarism, collusion, copying or cheating to improve own performance or gain other rewards:

Knowingly providing, receiving, using or being in possession of unauthorised materials during examinations;

Knowingly providing or using unauthorized assistance on a course assignment;

Collaborating with someone else on assessments which should have been individual work;

* + - * 1. Serving as, or enlisting the assistance of a substitute for a learner in any graded assignments;
        2. Alteration of grades or marks by the learner in an effort to change the earned grade or credit;
        3. Alteration of academically-related SIT forms or records, or unauthorised use of those forms or records;
        4. Engaging in activities that unfairly place other learners at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system;
      1. Endangering health or safety of any member of SIT community
      2. Sexual misconduct
      3. Bullying
      4. Destruction of property
      5. Misuse of SIT premises
      6. Possession or use of dangerous weapons, devices, or substances
      7. Dishonest conduct
      8. Theft, attempted theft, or the unauthorised use or possession of SIT property, services, resources, or the property of others
      9. Failure to comply with SIT or civil authority directives
      10. Use, production, distribution, sale, or possession of illegal substances
      11. Use, production, distribution, sale, or possession of alcohol
      12. Being under the influence of alcohol or any illegal substances
      13. Disorderly or disruptive conduct
      14. Using abusive language or assaulting others
      15. Using electronic or other means to make a video or photographic record of any person in a location where there is a reasonable expectation of privacy without the person's prior knowledge, when such a recording is likely to cause injury, distress, or damage to reputation

## Violations

Any learner who violates the Code of Conduct shall be subject to specified sanctions by SIT.

A complaint alleging a violation of the Code of Conduct must be filed with SIT as soon as practicable following the discovery of the alleged violation.

Learners shall be notified of SIT violations in writing, and a copy shall be maintained in the learner file. For learners below 18 years (who have not reached legal age of maturity), parents shall be called in for conferencing.

Following notification of violations, learners are strongly encouraged to and shall be afforded the opportunity to meet with a designated SIT official for the purpose of explaining the SIT violation and discussion of the disciplinary action.

## Sanctions

Sanctions shall be commensurate with the violations found to have occurred. Sanctions shall take into account any circumstances or factors relating to the violation. These may include, but are not limited to: any provocation that elicited the violation; the learner’s disciplinary history; any previous sanction(s) already applied to the learner; any failure of the learner to comply fully with previous sanctions; the extent to which the behaviour jeopardizes the safety and security of SIT community; the degree of intent and motivation of the learner in committing the violation; and, the likelihood of the behaviour occurring again.

One or more of the following courses of action may be taken when a learner has been found to have violated the Code of Conduct:

* + - 1. An oral or written **informal reprimand**.
      2. A formal written **letter of warning** (3 written warnings will lead to dismissal).
      3. **Disciplinary probation** for a specified period of time which may also involve the loss of specified privileges. Further violation of SIT policies during the probationary period will additionally be viewed as a violation of the probation, which shall result in further action up to and including suspension or dismissal.
      4. **Suspension\*** for a specified period of time. Satisfactory completion of specified stipulations may be required for readmission at the end of the suspension period.
      5. **Dismissal\*** whereby a learner’s enrolment at SIT is immediately terminated without opportunity to

re-enrol in the future.

\*A learner who has been sanctioned with a suspension or dismissal shall be denied all privileges afforded to a learner and shall be required to vacate SIT premises at a specified time. After vacating SIT premises, a suspended or dismissed learner may not return at any time, for any purpose, in the absence of expressed written permission from the Director.

Other appropriate sanctions may be imposed singularly or in combination with any of the above-listed sanctions. Examples include, but are not limited to: repayment of any damaged or appropriated property; reassignment to another room, class or group; restriction of access to specified PC premises; referral to medical resources or counselling personnel.

## Rewards

Learners shall be appropriately rewarded for positive behaviour. Rewards may include, but are not limited to, oral or written formal praise, commendation letter, certificate, or nomination for national awards.

## Appeals

A learner found to have violated the Code of Conduct has the right to appeal the original decision as per the Education Act 2004, Section **70** (2).

An appeal may only be based upon the following grounds:

1. New information, not available at the time of the original hearing, was discovered and such new information could affect the decision rendered in the original conduct case.
2. Procedural error that resulted in material harm or prejudice to the learner (i.e., by preventing a fair, impartial, or proper hearing).
3. The sanction imposed as the result of the original hearing was excessively severe in relation to the violation that the learner was found to have committed. Appeals submitted on a claim that the sanction was excessively severe do not have bearing on the finding of “in violation” and relate only to the sanctions imposed.

A learner who has accepted responsibility for violating the Code of Conduct waives the right to appeal, except on the basis that the disciplinary sanction was grossly disproportionate to the violation(s) committed.

The learner may appeal the decision by filing a written appeal, including a detailed explanation of the reason for the appeal, within ten working days after receiving written notification of the decision. The final date for filing an appeal shall be specified in the original decision letter. It is the student’s obligation to provide any and all materials they wish to have considered at the time of appeal submission.

If a case is appealed, and unless the welfare of a person or the SIT community is threatened, all of the sanctions imposed in the case will not go into effect until either the deadline for filing an appeal passes and no appeal is filed or, if a timely appeal is filed, the appeal is decided, whichever comes first.

The Director shall appoint a Learner Conduct Appeal Committee (LCAC). The LCAC shall process the appeal and notify the learner of the final decision in writing within ten working days of receipt of the appeal. The LCAC members shall have no prior involvement with the case and shall only consider information contained in the record of the case; however, the LCAC may request clarification of the original decision rendered.

The decision of the LCAC shall be final.

## Record Retention

Learner conduct records shall be maintained on individual learner files in the office of the Learner Support Officer (LSO).

Learner conduct records shall be treated as confidential and shall not be accessible to or used by anyone other than the Director, the LSO or authorised PC staff; except upon written authorization of the learner or in accordance with applicable State laws.

## Learner Groups

* + 1. Learner groups are subject to the same behavioural expectations as individual learners and as such, may be charged with violations of the Code of Conduct. The same Code of Conduct sanctions afforded individual learners are applicable to learner groups.

Learner groups, their members, as well as other learners may be held collectively and/or individually responsible for violations of the Code of Conduct that occur on SIT premises, and/or at SIT activities on or off campus.

Sanctions for learner groups shall be as cited in this Code of Conduct Policy.

## 7.0 POLICY IMPLEMENTATION

This Policy shall be applied in all instances when a learner or a learner group has displayed either positive or negative behaviour. The implementation of the Policy shall be guided by the following principles:

1. Openness and learner protection – interventions shall seek to promote positive behaviour while providing protection to the learner.
2. Integrity - interventions shall seek to demonstrate the highest level of fairness.
3. Ethics – interventions shall seek to produce responsible, respectful and productive citizens.
4. Confidentiality - Confidentiality of SIT records relating to each learner is protected.
5. Safety - SIT is committed to promoting safe conditions of learning, studying and working.

## 8.0 MONITORING, EVALUATION AND REVIEW OF THE POLICY

Monitoring of this policy shall be carried out by the Director in collaboration with the Management Committee and the Academic Committee.

The Code of Conduct is an official publication of the SIT Governing Board. All petitions for revision and amendment of this Code of Conduct shall be submitted to the office of the Director. Proposed revisions to the Code of Conduct shall be reviewed, in draft form, by the Director and the Management Committee. No revision shall become effective unless approved by SIT Governing Board and until printed notice of such revisions is made available to learners.

It is projected that this Policy shall be reviewed every three years to take into account the above and in consideration of development and trends in the tertiary education and training landscape.

## 9.0 RESPONSIBILITY

The Director shall have the final responsibility and authority for the discipline of all learners of SIT as delegated by SIT Charter.

**10.0 RELATED INFORMATION Professional Centre Documents:** Learners’ Handbook.

# Health and Safety Policy

Learner Rights and Responsibility Policy

**Other Documents:**

# SIT Charter

Tertiary Education Act 2011

## POLICY No.3. LEARNERS’ SUPPORT POLICY

|  |  |  |  |
| --- | --- | --- | --- |
| Category: | SIT - Studies | Date of Issue: | 01/01/18 |
| Responsible Office: | Seychelles Institute of Technology (SIT) | Revision Date: |  |
| Responsible Executive: | Director **SIT** | Policy Number: |  |
| Reviewed by: | Directors and Staff of SIT | Number of pages: | 08 |
| Approved by: | SIT Governing Board | Revision Number: | 00 |

**1.0 INTRODUCTION**

The support systems which Professional Centres put in place to support their learners are likely to have a significant influence on how well the learners achieve. Support systems can lead to higher retention and throughput rates.

The Seychelles Institute of Technology (SIT) aims to provide a personalised, innovative teaching and supportive learning environment in which learners receive valuable learning experiences, achieve their full potential and are thoroughly prepared for the world of work and for adult life. This occurs within a partnership framework in which learners are responsible for their learning, proactively supported by the SIT, with the intention of fostering their independence and identifying and responding to individual learner needs. SIT needs to support each learner to achieve their potential through early identification of, and response to, personal and academic issues which have the potential to adversely affect their educational achievement.

A supportive learning environment needs to be in place to cater for the diverse needs of learners and for lifelong learning: thus, the need for a Learner Support Policy. This policy adopts a holistic model. It asserts the need for SIT to provide all learners with pre-entry, on programme and exit level support.

## POLICY STATEMENT

The Seychelles Institute of Technology (SIT) recognises that learners need to be given adequate support in order to succeed in their training. SIT needs to put in place adequate institutional mechanisms to provide appropriate intervention and support strategies that will adequately address the diversity of learner needs.

This policy is intended to provide staff with information regarding their responsibilities to ensure that adequate support is provided to meet the needs and ensure the holistic development of the learner. It aims to assist in the identification of learners who require additional personal or academic support and to ensure appropriate interventions are implemented to enable learners to realise their full potential to successfully complete their programme of study. This policy also provides learners with information on the various support services available to them at the PC and their responsibility to ensure that they use the support to meet their needs.

## DEFINITIONS

For the purpose of this policy, the following definitions are used:

Learner: any person following a full-time or part-time training programme at a Professional Centre.

## ABBREVIATIONS

For the purpose of this policy, the following abbreviations are used:

ECA – Extra Curricular Activities

PC – Professional Centre

LSO – Learner Support Officer HOP – Head of Programme

## LEGAL CONTEXT OF THE POLICY

The Constitution of the Republic of Seychelles (Section 33) recognises the right of every citizen to education, and in order to ensure the effective realization of this right the State undertakes among others ‘to afford, on the basis of intellectual capability, every citizen equal access to educational opportunities and facilities beyond the period of compulsory education’.

The principle of the recognition of diversity is entrenched in the Education Act 2004 and Education for a Learning Society (April 2003).

The provision of quality education and training for all depends on effective support services which are accessible to all learners. The emphasis is on developing such support as an integral part of an inclusive system which has the capacity to promote the participation of those

learners who experience academic and personal barriers to successful completion of education and training. The Tertiary Education Commission Act 2011 advocates student support through learners on matters of concern to learners in accordance with the Charter of the institution and the establishment of a Student Council.

## THE POLICY

**6.1 Scope**

This policy relates to the different support services available to all learners within SIT. It provides learners with all information regarding the facilities and resources that are available to support them to successfully complete their training programme. The policy also outlines the expectations and responsibilities of staff of SIT to identify learners with learning support needs and to direct them to or provide them with appropriate resources. In addition, this policy identifies the relevant policies and procedures that shall need to be developed.

## General Guidelines and Procedures Responsibilities

1. **Responsibilities of the Professional Centre**

SIT shall endeavour to identify learners needing additional support so that the intervention is respectful, timely, equitable and consistent, and a procedurally fair process. SIT shall:

* + have in place operational strategies to identify learners who require additional support to increase the likelihood of completion of their programme of training.
  + have a Learner Support Officer.
  + promote positive mental health and well-being of its learners through a range of educational, support and health initiatives e.g., study skills, ICT, Extra Curricular Activities (ECA), etc;
  + communicate clearly, information about support services to staff and learners;
  + encourage learners with academic or personal support needs to access support from relevant internal and external support services;
  + educate staff to develop informed views, behaviours and attitudes towards learners requiring additional academic or personal support;
  + have effective procedures in place for the disclosure of information in respect to learners with academic or personal support requirements;
  + have in place effective procedures for dealing with learner incidents.

Whilst SIT is committed to providing a supportive environment, there are, of necessity, limits to the extent of the support which it can provide and it is not the responsibility of SIT to replicate services that already exist in the community or nationally. SIT shall have its own policies and procedures for the maintenance of good conduct and the safeguarding of academic and non-academic standards that shall apply to all learners irrespective of their specific supportive needs.

## Responsibilities of Learner Support Officer

The Learner Support Officer shall:

* + Coordinate activities pertaining to learner registration and enrolment.
  + Ensure maintenance of learner database and records.
  + Develop and coordinate orientation programmes for new learners.
  + Monitor learner absence and attendance and the production of statistics and reports as required.
  + Facilitate access to learner welfare services.
  + Ensure the provision of counselling services to learners.
  + Assist with the monitoring and investigation of matters pertaining to learners’ code of conduct
  + and progression.
  + Ensure the provision of careers guidance.
  + Maintain liaisons with parents/guardians (where appropriate), and other outside agencies on all
  + matters pertinent to learners’ issues.
  + Monitor any payment to do with learners.
  + Ensure access to library, ICT facilities and other facilities.
  + Coordinate extra-curricular activities for learners.
  + Provide assistance with Work Based Experience Programmes.

## Responsibilities of Head of Programme

The Head of Programme assisted by the lecturers will implement a process by which learners’ progression is monitored including, but not limited to:

* + progression rate.
  + overall progress towards completion of their studies.
  + failure to complete courses of programmes.
  + failure to complete course assessment.
  + learner misconduct.
  + learner attendance

## Learner Responsibilities

Learners are expected to:

* + Abide by the learner code of conduct and any other policies and guidelines that can have an impact on their studies.
  + Seek relevant support/professional assistance where an issue is having an impact, or has the capacity to impact, upon their progress during their studies.
  + Seek and follow advice from lecturers and Programme Leaders or relevant staff member.
  + Fulfil all requirements of the programme taking an active role in planning and pursuing studies.
  + Make SIT aware of any impediments to completing the requirements of their studies in a timely fashion.

## Support to Learners

* + - 1. **Personal Support**

## Identification of learners requiring personal support

SIT shall seek to identify learners requiring additional personal support, ensuring that early intervention is provided in a timely, equitable and consistent manner.

Staff and learners shall be encouraged to be alert to the possibility of unstable psychological states and aggressive behaviours or other tendencies of learners.

A learner may require additional personal support due to a number of factors. These might include but are not limited to:

* + A medical condition or disability.
  + A psychological condition.
  + Existing childhood conditions or personal life events.
  + Social isolation, social anxiety or loneliness.
  + Being a victim of bullying.
  + Emotional instability following a physical or psychological trauma or event.
  + Difficulty sustaining academic workload.
  + Inability to cope with change/poor coping mechanisms.
  + Substance abuse or addiction

A learner may demonstrate a need for personal intervention in a number of ways. These might include but are not limited to:

* + Unpredictable or irrational moods, attitudes or behaviours.
  + Low motivation or loss of interest.
  + Anti-social behaviours and lack of interaction with others.
  + Suffering from stress, anxiety or panic attacks.
  + Persistent disruptive physical or verbal behaviour
  + Violent tendencies or threatening to act upon violent thoughts towards another person or property.
  + Marked negative change in hygiene and general appearance.
  + Being under the influence of drugs or alcohol.
  + Marked negative change in academic performance, attendance and punctuality.

## Personal Support Identification Systems

Learners requiring added support may be identified by:

* + Learner Support Officer.
  + Lecturers or any other member of staff.
  + Learner Council.
  + Self-reporting.

## Management of Learners who are identified as requiring additional personal support

Staff may encounter learners who are experiencing a good deal of stress as they try to balance the demands of study with other issues in their lives such as relationships, family, work, health, social or money matters. All staff should respond to learners who are exhibiting possible signs of distress, though how staff responds to the individual learner will depend upon the nature and level of their distress.

All staff members should be aware of their own personal and professional limitations. Academic and general staff members shall consult with the Learner Support Officer if they are unsure about the appropriate management of any learner.

## Academic Support

**Identification of learners requiring academic support**

A learner may be identified as requiring additional academic support if they are not progressing in their studies. A learner may require additional academic support due to a number of factors. These might include but are not limited to:

Academic misconduct.

* + - * + Questionable academic behaviour, capacity or achievement which might be reflected by:

Failure to attend compulsory teaching and assessment components of a course.

Failure to complete a mandated assessment element, field or clinical work, or Work Based Experience

Repeated failure in assessments

Unsatisfactory attendance record

Minimal class participation

Pattern of seeking medical certificates or counselling referrals around the examination period.

* + - * + Poor study techniques.
        + Difficulty with time management.
        + Poor organisational skills.
        + Difficulty working with others.

## Management of Learners who are identified as requiring additional academic support

SIT shall provide a range of academic support services to assist learners who are struggling with the study demands. Academic Support Services shall include Study Skills, ICT support and tutorial support.

## Learners at Risk

Learners are considered at risk if they:

* fail a particular programme of study more than once; or
* fail 30% or more of the units of study attempted in a semester.

The HOP shall arrange for academic counselling for all learners who are deemed to be “at risk” and also advise such learners of the possibility that conditions may be placed on their progression.

## Referral of Learners

1. A learner who is identified as requiring support must be referred to the LSO.
2. LSO shall consult with the learner and parent/guardian (where appropriate) to identify the support requirements.
3. Support requirements may include, but are not limited to, the learner:
   * attending academic skills programmes;
   * attending tutorial or study groups;
   * attending at least 90% of scheduled classes in specified units of study;
   * receiving individual case management;
   * attending counselling;
   * receiving assistance with personal issues which are influencing progress;
   * receiving mentoring; or
   * a combination of the above
4. LSO will liaise with HOP and any other personnel or agency, depending on the nature of support needed.
5. The learner shall obtain support as quickly as possible once a need has been identified so that appropriate intervention strategies can be implemented before the learner becomes at risk of failure.

## Monitoring of Support

1. LSO shall monitor support provided through one-to-one meetings with the learner and
2. consultation/communication with other personnel or agencies.
3. LSO shall provide feedback to parent/guardian and/or respective personnel.

## Documentation

1. LSO shall document all correspondences and consultation reports pertaining to learners’
2. referral.
3. All documents shall be kept in the learner’s file.

## POLICY IMPLEMENTATION

This policy shall be applied at all instances when a learner is identified as requiring additional support. The implementation of the policy shall be guided by the following principles:

* + 1. Openness and learner protection – interventions shall seek to reduce barriers to access to education and training while providing protection to the learner.
    2. Flexibility and responsiveness – interventions shall seek to ensure promotion of flexibility in access to education and learning and address the needs and circumstances of the learner.
    3. Integrity - interventions shall seek to demonstrate the highest level of fairness and confidentiality.

## 8.0 MONITORING, EVALUATION AND REVIEW OF THE POLICY

Monitoring and evaluation of this Policy shall be carried out by the LSO in collaboration with the Management Committee of SIT.

This Policy shall be reviewed every 5 years to take into consideration any changes and trends.

## 9.0 RESPONSIBILITY

The LSO of SIT shall have the responsibility of coordinating any support necessary and to ensure the policy is properly applied in the event that a learner requires additional support.

## RELATED INFORMATION Professional Centre Documents:

* + - Assessment policy
    - Code of Conduct
    - Learner Orientation Procedures
    - Learner Grievances Policy
    - Attendance Policy
    - Pregnancy Policy
    - Referral Form
    - Procedures for Referral

**Other Documents:** Professional Centre Charter Tertiary Education Act 2011

## POLICY No.4 WORK-BASED EXPERIENCE POLICY

|  |  |  |  |
| --- | --- | --- | --- |
| Category: | SIT - Studies | Date of Issue: |  |
| **Responsible Office:** | Seychelles Institute of Technology (SIT) | **Revision Date:** | N/A |
| **Responsible Executive:** | Director SIT | Policy Number: |  |
| **Reviewed by:** | Director and Staff of SIT | Number of pages: | 04 |
| **Approved by:** | Senior Management Committee - Ministry of  Education | **Revision Number:** | 00 |

**1.0 INTRODUCTION**

This Policy stems from the programme validation requirements set out by the Seychelles Qualifications Authority (SQA) in alignment with the National Qualifications Framework (NQF)

Most of the graduates of the Seychelles Institute of Technology (SIT) will eventually join the world of work. Hence, SIT attaches vital importance to Work-Based Experience (WBE) for promoting skills acquisition, securing job opportunities and to ensure that training is responsive to labour market. Consequently, the object of the WBE is to provide the learners with practical training and experience consistent with the requirements of the programmes.

Therefore, this policy serves to outline the general requirements of WBE as an integral part of the training programmes offered by SIT.

## 2.0 POLICY STATEMENT

Work-Based Experience (WBE) is a compulsory and assessed component of all programmes of SIT. The main purpose of WBE is to enable learners to acquire knowledge, skills and positive attitudes in a real work environment. Therefore, this Policy establishes that all learners of the Seychelles Institute of Technology (SIT) shall undertake Work-Based Experience (WBE) as set out by the requirements of their respective programmes of study.

The Policy aims at establishing an effective system that would provide valuable work experience to SIT learners, provide a clearly defined framework that will guide the management of WBE, and create a bridge between the world of study and the work place for learners.

WBE shall be conducted in a transparent and equitable manner, taking into account procedures established by SIT to ensure that all learners without exception benefit.

The Policy sets forth the specific authority and responsibility of SIT in collaboration with work organisations to organise and manage WBE in accordance with the requirements of the training programmes.

## 3.0 DEFINITIONS

***Work-Based Experience*** is defined as structured work experience in a professional work setting during which a learner acquires and applies knowledge, skills and attitudes. It involves the application of learned knowledge, skills and attitudes in an organization related to the learner’s area of training.

## 4.0 ABBREVIATIONS

WBE – Work-Based Experience

NQF - National Qualifications Framework SQA - Seychelles Qualifications Authority

## 5.0 LEGAL CONTEXT OF THE POLICY

The Policy is related to the regulations of the Employment Act 1995 and the Public Service Code of Ethics & Conduct July 2003.

## POLICY

* 1. **Scope**

The Policy applies to all SIT learners, staff members involved with WBE, and Organizations that provide WBE placements for SIT learners.

## General Guidelines and Procedures

* + 1. **Period of WBE**
       1. The period of WBE shall be as stipulated in the respective regulations for each programme. Frequency and duration of WBE for a programme are guided by the Programme Validation Criteria of the Seychelles Qualifications Authority (SQA).
       2. A learner must complete all hours of each WBE for a programme.

## Responsibilities of the Parties

1. **Seychelles Institute of Technology (SIT)**

SIT shall:

* 1. liaise with organisations on opportunities and identify placements for learners;
  2. sensitise organisations on the objectives and importance of WBE and the responsibilities of the host organisations e.g., provide a work plan and adequate supervision for the learner and monitoring, evaluation and reporting procedures;
  3. hold induction meeting on WBE with learners;
  4. provide WBE guidelines/handbook and specific learning outcomes to focus on, and other relevant documents to learners prior to their deployment on WBE;
  5. monitor and supervise learners on WBE;

## The Learners

The Learners shall:

1. read and comply with the WBE Manual and WBE Contract requirements in conjunction with other SIT regulations detailed in the Learner Code of Conduct;
2. familiarise themselves with the host organisation’s rules, regulations and procedures and abide by these;
3. report to SIT the challenges that may hinder them from having proper exposure during WBE;
4. complete and submit tasks assigned by SIT for completion during the WBE period as appropriate;
5. conduct themselves in a professional manner while on WBE.

## The Host Organisation

The Host Organisation shall be expected to:

* 1. expose learners to relevant activities and training opportunities;
  2. supervise and assess the performance of learners and cooperate with SIT in this regard;
  3. complete and submit to the SIT the Logbook of the learner on WBE;
  4. complete and submit in confidence the Host Organisation Supervisor’s Evaluation at the end of the WBE period.

## Code of Conduct

Whilst on WBE, learners shall be required to abide by the SIT’s Learner Code of Conduct and regulations as well as the host organisation’s Code of Conduct and Ethics.

## WBE Coordinating Committee

SIT shall set up a WBE Coordinating Committee. The Committee shall be responsible for coordinating the placement of learners for WBE for the various programmes and the organization of monitoring of learners on WBE by the SIT staff.

## Procedures

The procedures related to this Policy are found in the Work-Based Experience Training Manual, Work- Based Experience Contract and the SIT Learners Handbook.

## 7.0 POLICY IMPLEMENTATION

This Policy shall apply for WBE attachments. The implementation of the policy shall be guided by the SIT’s commitment to providing learners with the opportunity to apply theory and skills and further develop competencies acquired at SIT in workplace settings. SIT’s philosophy supports learners graduating with the necessary knowledge, skills and attitudes to successfully transit from the study environment to work in the real world.

## 8.0 MONITORING, EVALUATION AND REVIEW OF THE POLICY

Monitoring and evaluation of this Policy will be carried out by the SIT Governing Board.

The Policy will be reviewed every 5 years to take into consideration new developments and trends and any new relevant legislations.

## 9.0 RESPONSIBILITY

The SIT Governing Board shall have the responsibility to ensure the effective implementation of this policy.

**10.0 RELATED INFORMATION**

**SIT Documents**

SIT Manual of Internal Procedures

Learner Code of Conduct

**Other Relevant Documents** Professional Centre Charter Tertiary Education Act 2011 Employment Act 1995

# Public Service Code of Ethics & Conduct July 2003

National Employment Policy & Strategies Ministry of Labour& Human Resources 2014.

## POLICY No.5 ASSESSMENT POLICY

|  |  |  |  |
| --- | --- | --- | --- |
| Category: | SIT - Studies | Date of Issue: | 01/01/18 |
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* 1. **INTRODUCTION**

One of the primary purposes of the assessment is to ensure that the standards of qualifications awarded by an institution are achieved. The Seychelles Institute of Technology (SIT) therefore has the responsibility to ensure that its assessment is valid and consistent, that its assessment practices are transparent and that its assessors are accountable for the judgements they make.

Another purpose of assessment is to provide feedback to learners to ensure their continued progress towards successful completion of their programme of study. It follows therefore that the SIT has the responsibility of ensuring that learners are provided with feedback that is constructive and timely.

In line with the regulations of the National Qualifications Framework (NQF) that govern programmes of learning of tertiary education institutions, learning is described using

* + 1. credits
    2. NQF levels, and

iii) learning outcomes.

Assessment needs to measure and develop learning across the full number of credits and at the NQF level specified. It also needs to ensure that learning is measured against and developed towards the achievement of outcomes.

SIT takes its responsibility for ensuring the quality, validity and reliability of assessment very seriously. It recognises that assessment is a core activity and an essential component of the learning process and that high quality assessment practices constitute an important element of the learner experience and that the outcomes of assessment influence learners' future lives.

## POLICY STATEMENT

The has an obligation to carefully plan for learning/training offered to respond to learner needs, to evaluate the effectiveness of each educational programme in terms of the change it brings about in learners, and to make improvements in the programme in order to address the needs of the labour market.

This policy will help to ensure that the processes of assessment are carried out in a manner that is fair, valid, robust, manageable and relevant. Assessment should assist learners in their learning and motivate them throughout their studies. Therefore, this policy aims to ensure that:

* + - Assessment procedures determine whether or not learners have met the stated learning
    - Outcomes of a course or module.
    - Assessment is sufficient in that it ensures both that learners have met those outcomes and that
    - They have been guided towards them.
    - Assessment criteria are openly and clearly communicated to learners in the interests of
    - Transparency and accountability and also to enable learners to use those criteria to monitor and
    - Develop their own learning.
    - Learners are provided with feedback which details the extent to which their work has, or has
    - Not met those criteria.
    - The SIT departments monitor the consistency and validity of their assessment.
    - Academic staff are monitored and provided with support which will allow them to assess
    - Validly and consistently

The policy reflects the values of effective teaching and learning which are identified in the SIT’s Charter and strategic documents. The policy reflects the values of effective teaching and learning which are identified in the PC’s Charter and strategic documents.

## 4.0 DEFINITIONS

For the purpose of this policy, the following definitions are used:

Course: a self-contained teaching/learning component of a programme (SQA). Programme: combination of courses in a field of study resulting in a qualification.

Grade Point Average (GPA): average of all final grades achieved for courses in a programme.

Learning outcome: describes what learners should be able to do by the time they have completed a module, course or a programme leading to a qualification. Outcomes are complex and embody knowledge, skills and attitudes.

Assessment criteria: refer to what an assessor needs to be able to see to ensure that learners have indeed achieved the outcome.

Validity: refers to the extent to which assessment measures what it is intended to measure and whether the decisions and inferences made on the basis of assessment are justified.

Reliability: refers to the extent to which assessment does measure what it is intended to measure consistently across different groups of learners, at different times and when administered by different assessors.

(Learner) malpractice: means malpractice by a learner in the course of any examination or assessment, including the preparation and authentication of any controlled assessments or coursework, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

Cheating: means trying to gain an unfair advantage over fellow learners or attempting to deceive those setting, administering and marking the assessment.

Plagiarism: is copying someone else’s work and trying to pass it off as one’s own. It might be another learner’s work that is copied, or it might be the extensive use of published material from books and articles without proper acknowledgement of the source.

Collusion: Collusion is the active cooperation of two or more learners to deceive examiners. Learners will be guilty of collusion if they knowingly allow any of their academic work to be acquired by another person for presentation as if it were that person’s own work. If a learner offers to provide work to another learner to be passed off as their own, he/she is guilty of collusion.

Credits: An expression given to the estimated notional hours that are spent in order to reach the learning outcomes for a course or programme. One credit is equal to 10 notional hours.

Learner Clearance Form: form certifying that the learner has settled any outstanding fees and returned all borrowed items belonging to the institution.

Assessment Summary Sheet/Assessment Rubric: form recording mark and grade and lecturer’s comments for each assessment by the course lecturer.

Programme Transcript: official summary of marks and grades for all courses issued upon completion of a programme.

Assessment task: any task assigned to the learner that is marked and graded. Continuous assessments: formative assessment tasks for the course.

Overall/final assessment: final summative assessment which covers and integrates all aspects of the course and measures the development of the competency of a learner for the course.

Learner Performance Record/End of Course Result Form: is used to record the result for each assessment task and the final grade and attendance at the end of each course.

Learner Report Sheet: is the end of semester report of performance.

Supporting documents to substantiate an absence: medical certificate, signed letter (must be from parent

/guardian for students below 18), official letters/attendance papers.

## 4.0 ABBREVIATIONS

For the purpose of this policy, the following abbreviations are used:

WBE – Work-Based Experience

NQF – National Qualifications Framework

## 5.0 Learners will have to complete the total number of days absent for the WBE during a period negotiated with SIT and the host organisation.

## Examinations

Attendance at examinations is compulsory.

* + - * 1. Learners may request and may be granted deferment of examinations where exceptional circumstances prevent a learner from completing examinations on scheduled dates through no fault of the learner.
        2. The learner must submit a written request with supporting documents to substantiate the absence.
        3. The request for deferral shall be made to the Head of Programme at least a week prior to the scheduled examination date or on the same day that the learner reports back to the SIT.
        4. The dates for deferred examinations shall be set by the Head of Programme in consultation with the respective lecturer.
        5. The deferred examination must be taken before the end of the next semester.

## Assessment

* + - 1. **Principles**
         1. Each course of a programme shall be assessed independently.
         2. Assessment activities shall be representative samples from the domains of learning within the course.
         3. Assessment shall be based on elements of competency or related outcomes.
         4. Assessment activities shall be based on skills, knowledge and attitudes.
         5. Various modes of assessment shall be used.
         6. The learner shall be made aware of the assessment details in the Course Outline/Framework Plan which shall be issued to the learner at the start of each course.
         7. The learner shall be given opportunities for practice and shall be provided feedback on practice, before the final assessment/examination where applicable.
         8. The learner shall be given a clear idea of their progress and attainment as they proceed through a course.
         9. The quantity and quality of assessed work shall be comparable between courses.

## Types of assessment

Assessment types shall include but shall not be limited to the following:

* + - * 1. Written (e.g.: test and examination, case study report, project work, teaching package, reflective journal/file and other written assignments)
        2. Oral (e.g.: presentations, seminar and micro-teaching)
        3. Practical work (e.g.: simulation, creative productions, working task, performances, laboratory, studio practice and exhibition).
        4. Research project.
        5. Work-based assessment (e.g.: practicum file, diary, report and checklist)
        6. Portfolio.

## Assessment schedule and load

1. The Course Outline/Framework Plan shall be provided to the learner in the first contact session of each course.
2. The Course Outline/Framework Plan shall specify for each assessment:
   * the nature of the assessment item;
   * the approximate length or duration of the item;
   * the weighting of the item;
   * the criteria for assessment;
   * the week of the semester in which the item is due to be completed/submitted or presented.
3. The task details for each assessment shall be given to learners at least 3 weeks before the assessment due date.
4. Assignment and/or practical work and/or research project shall take a minimum of 30% of the total time for the course (contact and non-contact hours).
5. There shall be a maximum of three (3) assessments per course.

## Assessment cover sheet

When submitting an assignment, learners must ensure that the assignment cover sheet specifies the following:

* + - * 1. Learner name and surname
        2. Name of the Institute
        3. Title of the programme of study
        4. Title of the course
        5. Due date
        6. Date submitted
        7. Name and surname of lecturer/instructor
        8. Assignment Title.

## Assessment Weighting

* + - * 1. Overall/final assessment shall not be less than 40% of total mark for the course.
        2. Learners must achieve a pass grade for the overall/final assessment.
        3. The weighting for individual continuous assessments for the course shall depend on the nature of the task.
        4. The marks for continuous assessments shall be combined and shall constitute not more than 60% of the total mark for the course.
        5. Learners must achieve a pass mark for **each continuous** assessment.
        6. Team assessments may not constitute more than 20% of the total mark for the course.
        7. The grade for continuous assessments and overall/final assessment shall be combined to give the final grade for the course.
        8. Final grade for a course/programme shall be based on Grade Point Average (GPA) of all final grades achieved for courses.

## Extension

* + - * 1. Completed assessment tasks must be submitted by the due date. Extensions for the submission of work after the due date may be granted on receipt of a written request from learner, to the Head of Programme through the lecturer. The written request must reach the lecturer at least **5 days prior** to the due date, except under medical or personal circumstances (provided there is documented evidence). To be granted extension, the request must receive the approval of the lecturer and the Programme Leader/Head of Programme concerned. A new date for the submission of the completed assessment task shall be set by the lecturer.
        2. Extensions shall be granted for **one** assessment only per course.
        3. Failure to undertake deferred assessment without valid reason shall result in failure for that assessment component and a mark of **0** shall be awarded.
        4. Extension for deferred assessment shall be granted if a valid reason prevails and the procedures for extension shall apply.

## Late submission

* + - * 1. All completed assessment tasks submitted after the due date without prior approval shall constitute a late submission.
        2. In cases of illness or other extenuating circumstances, learners should provide a supporting document and apply to the Head of Programme through the lecturer for special consideration.
        3. The penalty for late submissions without extension shall be a 5% reduction per day on the marks gained for the assignment.
        4. days shall be allowed (including weekends and public holidays) for late submission without extension. Note however that submissions are not accepted on weekends and public holidays.
        5. Completed assessment tasks submitted more than 7 days late without extension or not submitted at all will constitute a Fail with a mark of **0**.
        6. Learners shall be entitled to **one** late submission per semester.

## Assessment of Work-Based Experience (WBE)

* + - * 1. WBE shall be assessed independently of other courses.
        2. Learners shall be required to prepare written reports about their WBE. Reports can take different forms (e.g.: portfolio, diary, daily evaluation of work, practicum file, etc.).
        3. An assessment form (provided by the institution) shall be used by work organizations to evaluate the learners’ performance during their WBE.
        4. Lecturers concerned shall compile a final assessment report on the performance of individual learners during their WBE. Reports of regular visits of lecturers shall be used to compile final assessment reports.
        5. Final mark for WBE shall constitute of learner written reports, employer’s assessment and SIT’s assessment report.
        6. The total weighting for WBE shall be 100%. The weighting for the learner written reports about their WBE shall constitute 20% of the total mark for the WBE. The employer’s assessment shall be 30% and the lecturers’ final assessment report shall constitute 50% of the total mark.

## Moderation

* + - * 1. All assessment papers, project assessment briefs and practical assessment briefs including the marking scheme shall be verified two weeks prior to assessment by the Academic Committee. The chairperson of the Academic Committee shall liaise with respective lecturer if any amendments are needed.
        2. All assessment items shall be under the responsibility of the lecturer in charge of the course for the administration and marking except in cases of project and overall practical assessment whereby a panel or a second marker are deemed necessary at the discretion of SIT.
        3. As quality assurance process, a sample of the marked written assessments, consisting of 30% of the number of participants who have done the assessment, shall be given to the Head of Programme or a specialist in the area of the subject. Out of the sample, 10% should constitute the lowest marks, 10% the average marks and 10% the highest marks.

## Procedures for Ensuring the Security of Overall/Final Assessment

1. Overall/final assessment papers shall be submitted to the Head of Programme for review by the Academic Committee.
2. Once any correction or amendments requested by the Academic Committee have been made, the

Head of Programme shall ensure that the necessary copies are made.

1. The Head of Programme shall be responsible for making sure that all the soft copies existing of assessment items are stored in a designated centralized computer secured by a password and a hard copy is given to the Chairperson of the Academic Committee for filing after the written assessment.
2. The copies should be done under strict confidentiality as deemed necessary.
3. The copies shall be counted, sealed in an envelope and labelled in the presence of a member of the Academic Committee. The context of administration of the written assessments
4. The copies should be done under strict confidentiality as deemed necessary.
5. The copies shall be counted, sealed in an envelope and labelled in the presence of a member of the Academic Committee. The context of administration of the written assessments shall be specified on the envelope including any specific materials and equipment required for the duration of the examination, number of papers enclosed, names of invigilators, dates and time of assessment, duration of assessment including 5 minutes reading time. In the case of examinations requiring the use of calculators, two spare calculators should be available to the invigilator in charge.
6. The envelope shall then be locked up in the office of the Coordinator of Studies/Head of Programme.
7. In the absence of the Coordinator of Studies, Head of Programme, the Director of the institution shall take the responsibility.

## Repeat, Resit and Resubmission

* + - 1. **Conditions**
         1. Learners shall be permitted to repeat, resit or resubmit assessment tasks that constitute a ‘fail’ grade for the course.
         2. A learner shall be given **one** opportunity to re-sit each assessment he/she has failed. A second re-sit opportunity shall be granted if there is at least a 10% improvement on the first re-sit.
         3. The date for repeat, resit or resubmission of an assessment shall be determined by the lecturer responsible in consultation with the Head of Programme.
         4. Deferred assessment which is failed must be reassessed at the next available opportunity.
         5. Where it is not practical to repeat a component of assessment the lecturer shall specify an alternative and equivalent form of assessment. The alternative assessment shall be approved by the Head of Programme.
         6. Failure without good reason to undertake reassessment on the date agreed on shall result in failure for that assessment component. The mark obtained originally for the completed assessment task shall be maintained.

## Procedures

* + - * 1. The learner shall officially request to repeat, resit or resubmit assessment tasks by filling in the application form (as per Annex III).
        2. The request shall be made to the Head of Programme through the lecturer for that course within one week of receipt of the grade for the assessment. In exceptional (e.g., a death in the family or accident) the learner shall be given a longer time frame to submit the request.
        3. The resubmission date shall be set at most at the end of the 3rd week of the semester for a course which is not a prerequisite. For a course which is a prerequisite, the limit date for resubmission has to be before the following semester.
        4. For re-examination or re-assessment in an overall/final assessment the date shall be set approximately 10 working days after the first examination or assessment day.
        5. Learners who have not previously been examined or assessed will also have the opportunity to take the examination/assessment on this day.

## Results

* + - * 1. Learners who satisfy the examiners on re-examination or re-assessment after initial failure shall be credited with a ‘**pass**’ for that assessment item.
        2. The maximum marks for the course which may be gained following a re-assessment/re- examination shall be the granting of a pass if worth a pass for that course.
        3. A ‘**pass**’ achieved at such re-sit will appear on the Learner’s Performance Record/End of Course Result Form.
        4. Resubmission of an assessment item after the due date will constitute a **failure**.
        5. A learner who does not achieve an overall pass grade even after resubmission shall be deemed to have failed the course.
        6. A learner who is required to be re-examined or re-assessed but fails to attend without good

## Repeat of the Course

A learner shall be allowed to repeat a failed course but ***may*** have to contribute towards the tuition fee. reason shall be given a ‘**fail**’.

## Cheating, Collusion, Plagiarism and other Malpractices

* + - 1. **Procedures**

1. In cases where evidence of suspected cheating, collusion, plagiarism or other malpractices are found, the lecturer teaching that course shall deal with the matter internally and promptly (e.g., remove copy of assessment, etc.) in the first instance.
2. If the lecturer believes that there is a case of suspected cheating/collusion/plagiarism/other malpractices, the case shall be reported to the Head of Programme. Head of Programme shall in writing notify the learner of the nature of the suspected offence. The learner shall be required to make a written statement.
3. If needed, a formal meeting with the learner shall be convened and shall be chaired by the Head of Programme. The meeting shall include at least two lecturers, including the lecturer teaching that course.
4. If the conclusion on the basis of that meeting is that there has indeed been a case of cheating/collusion/plagiarism/other malpractices, the Head of Programme shall submit a report of the case to the Director.
5. The learner shall be informed in writing by the Director (normally within five working days) of the decision and the penalty to be imposed.
6. A copy of all letters and reports of the case shall be retained on the learner’s file.

## Penalty

1. A learner identified as having cheated, colluded or engaged in plagiarism or other malpractices shall be issued a written warning with a fail for the assessment with a mark of 0. The learner will then have to request for a re-sit as per the procedures at **6.2.4** above.
2. In the event that there is a repeat of cheating, collusion, plagiarism or other malpractices by the same learner then penalties as per the Code of Conduct from 6.2.4 (iii) will apply.

## Learner Performance Records/Reports

* + - 1. **Records on learner file**

1. All assessments shall be given a percentage mark by the assessing lecturer. This mark shall be set according to the level descriptor.
2. Results of the learner for each assessment shall be recorded on the Assessment Summary Sheet by the course lecturer.
3. The lecturer shall forward a copy of the completed Assessment Summary Sheet to the Student Support Officer for retention on the learner’s file by the end of the second week of the semester following the one in which the course was offered. The original shall be given to the learner.
4. On completion of each course the weighted scores shall be totalled and the final grade for the course shall be determined using the percentages and grades in the level descriptors (as per Annex IV).
5. Final percentage for each learner shall be recorded on the end of course result form by the lecturer and forwarded to the Head of Programme to be placed on the learner’s file.
6. The grade for each learner shall then be entered on the Learner Performance Record/End of Course Result Form and signed by the Head of Programme before being placed on the learner’s file.
7. The final grade for each course and WBE for a semester shall be recorded on a Learner Report Sheet which shall be endorsed by the Head of Programme. The original shall be given to the learner on completion of the term/semester and a copy shall be retained on the learner’s file.
8. The final grade for each course and WBE at the end of the programme of study shall be recorded on a Course Transcript which shall be endorsed by the Deputy Director for Studies or Head of Programme. The original transcript shall be given to each learner on completion of the course and a copy shall be retained on the learner file.

## Time frame for submission of marked assessment and Course Transcripts

1. After an assignment has been assessed and moderated as necessary, the lecturer shall provide formal feedback or discuss the grade with each learner individually.
2. Feedback on marked assessments shall be given to learners individually and within 3 weeks of the assignment submission date.
3. All marked assignments with the original completed Assessment Summary Sheet shall be returned to the learner for feedback, and any discrepancies shall be dealt with promptly. This does not include final marked examination papers and overall marking scheme which shall be retained centrally and shall be made available for viewing on request only.
4. The final marked examination papers and overall marking scheme shall be kept for a period of two years before they are destroyed.
5. The Course Transcripts shall be kept permanently.

## Withholding of Course Transcript

i) A learner Course Transcript shall be released only after the learner clearance form (As per Annex V) has been endorsed.

## Review and Appeal

* + - 1. **Condition**

i) Learners may appeal against a decision related to assessments (marks/grades awarded).

## Procedures

1. Appeal shall be submitted in writing to the Director, through the Deputy Director for Studies/ Head of Programme within 5 working days of notification of the assessment results.
2. The appeal panel shall be made up of at least 3 persons, one chosen by the course lecturer and two by the Director. The persons chosen shall be members of staff of concerned and approved by the Director.
3. The panel shall consider the appeal and make written recommendations to the Director within 5 working days. The Director shall convey the decision in writing to the learner within 5 working days of receipt of recommendations of the panel.
4. The learner may appeal against the SIT’s decision in writing to the Chairperson of the PC Board within 5 working days of receipt of the Director’s letter.

## Promotion between Levels

1. To be promoted to the next level of studies a learner must pass every course, including WBE, with the minimum final mark of 55% at the least and should also achieve an overall average of 65% or above.
2. A learner who achieves an overall average of 60 to 64% and has passed every course, including WBE, will be promoted on conditional offer.

## Certification

1. Certificates, categorised on the three award levels (Certificate, Advanced Certificate and Diploma, shall be awarded to learners who have fulfilled all requirements for a course/programme in terms of:
   1. successful completion of coursework including end of semester/final examinations and/or international examinations;
   2. successful completion of WBE requirements;
   3. Acceptable standards of professional conduct and behaviour throughout the programme.

## Withholding of Certificate

i) A learner’s Certificate shall be granted on completion of a course/programme, once the learner clearance form has been endorsed.

## 7.0 POLICY IMPLEMENTATION

This policy shall be applied at all instances when the PC conducts any form of assessment. The implementation of the policy shall be guided by the following principles:

Openness and learner protection – interventions shall seek to reduce barriers to access to education and training while providing protection to the learner.

* Flexibility and responsiveness – interventions shall seek to ensure promotion of flexibility in access to education and learning and address the needs and circumstances of the learner.
* Integrity - interventions shall seek to demonstrate the highest level of fairness and honesty.

## 8.0 MONITORING, EVALUATION AND REVIEW OF THE POLICY

Monitoring and evaluation of this policy will be carried out by the Coordinator of Studies/Head of Programme and Academic Committee through documentation kept in assessment and learners’ files.

This policy will be reviewed every 5 years to take into consideration any changes and trends.

## 9.0 RESPONSIBILITY

The Deputy Director for Studies/Head of Programme and Academic Committee shall have the responsibility of ensuring the procedures set forth in the policy are applied at all relevant instances.

**10.0 RELATED INFORMATION Professional Centre Documents:** Student Code of Conduct

WBE Policy

Academic Committee TOR

## Other Documents:

SIT Charter

# Tertiary Education Act 2011

## POLICY No.6 HEALTH AND SAFETY POLICY

|  |  |  |  |
| --- | --- | --- | --- |
| Category: | SIT - Administration | Date of Issue: | 01/01/18 |
| Responsible Office: | Ministry of Education | Procedure Number: |  |
| Responsible Executive: | Director SIT | Number of pages: | 04 |
| Reviewed by: | Director SIT | Revision Date: | N/A |
| Approved by: | Senior Management Committee - Ministry of  Education | Revision Number: | 00 |

**1.0. INTRODUCTION**

This policy relates to the commitment of the Ministry of Education to the promotion of the health, safety and wellbeing of all members of the Professional Centre communities, to the provision of a safe and healthy work and learning environment, and to the prevention of occupational injuries and illnesses. Professional Centres consider the health, safety and welfare of staff and learners and a safe and healthy work and learning environment to be of paramount importance. All members of Professional Centres have a collective and individual responsibility with regards to health and safety.

## POLICY STATEMENT

The Seychelles Institute of Technology (SIT) will provide a safe, healthy and conducive environment for all members of the PC community through:

* + 1. Compliance with all applicable relevant legislation, codes of practice and standards
    2. Providing and maintaining a safe system of work
    3. Providing adequate and the necessary resources to fulfil SIT responsibilities.
    4. Identifying and providing relevant health and safety training to members of the PC community
    5. Implementing risk management processes to apropriately control risks in the workplace
    6. Communicating this policy and relevant health and safety information to all students, employees, contractors, visitors and relevant partners.
    7. Encouraging a culture of consultation, initiative and responsibility across the SIT to continually improve the performance of the health and safety Management System.

## 3.0 DEFINITIONS

For the purpose of this policy, the following definitions are used:

“Members of the PC community” includes, but is not limited to, learners, staff, and visitors to SIT.

“Health and Safety Officer (HSO)” is an employee elected or designated under section 26 of the

Occupational Health and Safety Decree, Cap 151.

## 4.0 ABBREVIATIONS

For the purpose of this policy, the following abbreviations are used:

HSR – Health and Safety Representative

HSO **-** Health and Safety Officer (of the Ministry of Education)

## LEGAL CONTEXT OF THE POLICY

This policy is based on the following legal documents:

* + 1. Public Health Act 2015
    2. Disaster Risk Management Act 2014
    3. Occupational Safety and Health Decree 1978
    4. Occupational Safety and Health (Construction industry, confined space and welding) Regulations 1991
    5. Occupational Safety and Health (Health and Welfare) Regulations 1991
    6. Occupational Safety and Health (Amendment) Regulations 2003
    7. Occupational Safety and Health (medical examinations) Regulations 2003
    8. Radiation Safety and Security Act 2014
    9. Food Act 2014

## THE POLICY

* 1. **Scope**

This policy shall apply to all learners, employees, parents, contractors and other visitors to the PC.

## General Guidelines and Procedures

* + 1. **Procedures to support the Policy**

To achieve a safe, healthy and conducive learning and working environment the PC will have in place the following procedures which should be followed:

* + - 1. Procedures in case of fire;
      2. Procedures in case of tsunami;
      3. Emergency procedures;
      4. Accident reporting procedures;
      5. Induction of new staff procedures;
      6. Contractor induction/management procedures;
      7. Procedures for laboratory conduct and handling, storage and disposal of chemicals;
      8. Hazard reporting procedures;
      9. Staff welfare procedures;
      10. Facilities design, upgrade and maintenance procedures;
      11. Bomb threat procedures;
      12. Grievance’s procedures (developed in accordance with the Occupational Health and Safety Regulations);
      13. Other health and safety procedures which are applicable to the SIT.

Copies of these procedures shall be available through the Director, Administrative Manager and HSR. Copies shall also be available in the SIT’s library. Staff shall be trained in these procedures at annual in-service training sessions. Familiarisation with the Policy and related procedures documents shall be a component of the Induction Programme for new employees.

## Responsibilities for Health and Safety

* + - 1. **Responsibilities of Management**

The responsibilities of SIT Management are as follows:

* + - * 1. Provide and maintain as far as practicable an environment that is safe and without risks to health;
        2. Identify hazards, assess risk and implement control strategies to minimise risk of injury to people and property;
        3. Ensure that the relevant Act and Regulations that apply to working conditions and work environment are observed and enforced;
        4. Encourage consultation in addressing safety issues;
        5. Design, purchase, install and maintain safe machinery and maintain a safe site;
        6. Develop and implement safe systems of work;
        7. Provide adequate safety information, training and supervision;
        8. Put in place formal processes for reporting, recording and investigating potential or actual hazards on and around the grounds of the SIT.
        9. Ensure that the behaviour of all persons in the SIT is safe and without risks to health.

## Responsibilities of other members of the SIT community

All members of the SIT community have the responsibility to:

1. Be responsible for their own health and safety and for the health and safety of others who may be affected by their acts or omissions;
2. Adhere to the SIT’s health and safety procedures, instructions and rules;
3. Co-operate with the employer with respect to any action taken by the employer to comply with any requirement imposed by or under the respective legislations;
4. Not wilfully or recklessly interfere or misuse anything provided in the interests of health and safety or the welfare of others;
5. Not wilfully place at risk the health and safety of any other person in the SIT community.

## Responsibilities of the Health and Safety Officer

The Health and Safety Officer (HSO) of the Ministry of Education shall provide:

1. advice on health and safety issues
2. guidance and support to SIT on all health and safety associated procedures.

## 7.0 POLICY IMPLEMENTATION

All members of SIT community shall abide by this policy and associated procedures at all times.

## 8.0 MONITORING, EVALUATION AND REVIEW OF THE POLICY

This Policy will be reviewed following legislative or organisational changes, or as a minimum, every three years.

## 9.0 RESPONSIBILITY

The Health and Safety Representative (HSR)) shall have the responsibility of ensuring the implementation of this Policy and all associated procedures.

The term of appointment of the HSR shall be determined by the Director of SIT.

# **10.0 RELATED INFORMATION**

# **SIT Documents:** Professional Centre Charter

## Other Documents:

**POLICY No.7 HEALTH AND SAFETY POLICY (FIRE)**

|  |  |  |  |
| --- | --- | --- | --- |
| Category: | SIT - Administration | Date of Issue: | 01/01/18 |
| Responsible Office: | Ministry of Education | Procedure Number: | N/A |
| Responsible Executive: | Director SIT | Number of pages: | 04 |
| Reviewed by: | Directors of Professional Centre | Revision Date: | N/A |
| Approved by: | SIT Governing Board | Revision Number: | 00 |

## INTRODUCTION

It is a legal requirement that Seychelles Institute of Technology (SIT) maintains a safe and healthy working environment at all times during operation as well as after operation. In view of this, SIT shall ensure that: -

* + 1. Practice fire evacuations take place ANNUALLY
    2. ALL personnel are fully informed of, and trained in, the emergency evacuation procedures during induction into a department and annually thereafter.
    3. All fire escape routes be kept clear at all times.
    4. All escape routes and doorways be appropriately marked
    5. Fire evacuation plans are mounted in a prominent position in each area
    6. SIT has an assembly point
    7. Appropriate safety signs are posted at prominent locations

## PROCEDURES IN THE EVENT OF A FIRE

The procedure shall be applicable to all persons on Campus

## Procedure for sounding the alarm bell

* + 1. In the event of a fire, the person(s) detecting the fire shall quickly direct to the nearest fire alarm bell and **continuously sound the bell manually using the handle**
    2. The Director and Health and Safety Officer at SIT shall be alerted immediately stating the exact location of the fire.
    3. The Director shall recommend to the Health and Safety Officer to dial 999 and report the fire.
    4. When the fire brigade arrives direct them to the fire location.

## Procedures for Evacuation

**2.2.1**. Upon hearing the fire alarm bell (s), all personnel should evacuate the building (s) immediately, by the nearest exit door and make their way in a quick and orderly manner, to the evacuation assembly point.

## Procedures to Fight small Fires using Fire Extinguishers

* + 1. Fire extinguishers shall be installed in well secured locations in the Administration block, in classroom block and in the different workshops. They are mainly Dry Powder Fire Extinguishers and CO2 Fire extinguishers.
    2. Only staff trained to handle fire extinguishers should use them during a time of fire.
    3. When fighting a fire, use proper extinguisher

Important! Fire extinguishers are never to be used for any purpose other than firefighting.

## SEYCHELLES INSTITUTE OF TECHNOLOGY (SIT) EMERGENCY PROCEDURES IN CASE OF A FIRE

|  |
| --- |
| **IN CASE OF FIRE**  **Leave the Area Immediately Close All Doors Behind you**  **Notify Management, staff, learners, visitors and other person on site –Verbal Alarm** |
| **UPON HEARING THE FIRE ALARM**  **Leave the Buildings using nearest fire exit Close All Doors behind you**  **Walk Toward the Assembly Point. Remain Alert for Instructions!**  **Roll Call will be carried out** |

**FIRE DRILL-EVACUATION FORM**

|  |  |
| --- | --- |
| **Name of Roller Caller** |  |
| **Date:** |  |
| **Number of personnel within SIT Buildings/premises** |  |
| **Number of personnel reaching evacuation point within 3 minutes** |  |
| Comments/problems/Suggestions | |

## POLICY No.8 PREGNANCY POLICY

|  |  |  |  |
| --- | --- | --- | --- |
| Category: | SIT - Studies | Date of Issue: | 01/01/15 |
| Responsible Office: | Seychelles Institute of Technology (SIT) | Revision Date: | N/A |
| Responsible Executive: | Director Professional Centre | Policy Number: |  |
| Reviewed by: | Directors and Staff of Professional Centre | Number of pages: | 06 |
| Approved by: | SIT Governing Board | Revision Number: | 00 |

**1.0. INTRODUCTION**

The Seychelles Institute of Technology (SIT) values the diversity of its learner population and is strongly committed to creating and sustaining a positive learning experience for all. It is an accepted fact that some learners are likely to become pregnant during their studies.

This policy is designed to assist and support learners who are about to become parents or have become parents during the period of their training programme/programme of study with SIT.

The Seychelles Institute of Technology also recognises that individuals who are a partner of a female learner who is pregnant or has given birth should not be treated unfavourably.

## 2.0 POLICY STATEMENT

The Seychelles Institute of Technology (SIT) aims to provide an environment where learners are supported fairly and with dignity and respect.

SIT believes that being pregnant or caring for a very young child should not, in itself, be a barrier to applying for, starting, succeeding in, or completing a programme of study/training programme.

SIT is committed to being as flexible as reasonably possible to facilitate a learner’s success and making sure no learner is disadvantaged whilst ensuring that academic standards are not compromised. The general arrangements that should be made for learners in this circumstance and explained in this policy is consistent across the SIT. However, special arrangements which can be made for pregnant learners will vary from programme to programme.

Therefore, in the event that a learner becomes pregnant, SIT will take the course of action that best fits the situation. The overall aim is to ensure that learners are given a fair chance to complete their studies, even if are not able to attend for a period of time, and to offer support for the duration of their studies.

This policy starts from the premise that the health and safety of a pregnant learner will be of paramount importance at all times, and such learners should be dealt with in a sensitive, non-judgmental and

confidential manner. Only members of staff who need to be informed for valid reasons will be informed of a

learner’s circumstances and this will be done only with the learner’s prior consent.

## 3.0 DEFINITIONS

For the purpose of this policy, the following definitions are used:

Learner – any person following a full-time or part-time training programme at SIT

Deferment – a postponement of studies of not more than one year.

## 4.0 ABBREVIATIONS

For the purpose of this policy, the following abbreviations are used:

LSO – Learner Support Officer PSO – Public Service Order

## LEGAL CONTEXT OF THE POLICY

The starting point of the right to educational opportunities of every citizen is encapsulated in the Seychelles Constitution (Section **33**) which states **(c)** “to afford, on the basis of intellectual capability, every citizen equal access to educational opportunities and facilities beyond the period of compulsory education;”

The provision of learner rights is echoed in the Tertiary Education Act, 2011 which stipulates that ‘learners shall be entitled to discontinue and renew studies in accordance with the procedure established by the charter of the tertiary education institutions.

Further, the principle of Equity of the Policy Statement ‘Education for a Learning Society’ (April 2003)

encapsulates the following concepts:

* + - Equality of access to education
    - Equal opportunity/creating conditions for optimum achievement, according to ability and career options

## THE POLICY

* 1. **Scope**
     1. This policy provides learners and staff who have a role in advising or supporting learners, with information about the SIT’s approach to supporting a learner who is pregnant or learners who have recently become parents and individuals enrolled in SIT who are a partner of a female learner who is pregnant or has given birth.

This policy shall apply to all learners (part-time and full-time) enrolled in any Course or Programme offered by SIT.

## General Guidelines and Procedures

* + 1. **Confirming the pregnancy and informing the PC**
       1. It is compulsory that learners notify the Director in writing through the LSO as soon as possible after their pregnancy has been confirmed. This is necessary and required so that risks can be assessed and any necessary health and safety measures can be identified and put in place in a timely fashion. This also allows sufficient time for the SIT to make any necessary arrangements, and ensure information is communicated as required.
       2. The PC will support learners in their studies and ensure that any risks to mother and child are appropriately addressed, but can only do so if learners disclose their circumstances. Accordingly, SIT cannot accept responsibility for the consequences of non-disclosure if the learner opts not to inform it. In this respect, learners should consider the following:
          1. There may be elements of a programme of study that could present a health and safety risk to a pregnant learner and/or her child. SIT will not be able to arrange appropriate risk assessments unless it is aware of her pregnancy.
          2. If a learner’s pregnancy-related absence (for example, for antenatal appointments) impacts significantly on the learner’s studies, SIT will only be able to take proper account of the reasons for absence if it is notified of these.
       3. When a learner informs SIT that she is pregnant, it is important that she receives consistent, objective and unbiased support and advice to enable her to make informed choices. In instances where advice relating to pregnancy and maternity cannot be provided by the PC the pregnant learner will be provided information on other organisations which the learner may find helpful.

## Extenuating Circumstances

Whilst pregnancy itself is not considered to be an extenuating circumstance, there may be circumstances where pregnancy-related issues (e.g., medical conditions associated with the pregnancy, miscarriage) impact on a learner’s studies/assessment. In these cases, the learner must report in writing to the Director through the LSO and provide appropriate supporting evidence. The SIT will accommodate such circumstances according to the nature of the condition.

## Health and Safety

Pregnancy should not be equated with ill health. However, there are health and safety considerations that arise during pregnancy and breastfeeding, and the risks to which a pregnant learner and her unborn child could be exposed need to be assessed.

The greatest risk to an unborn baby is during its first months and so it is important that the learner informs SIT of her pregnancy as early as possible so that risks can be assessed and any necessary health and safety measures can be identified and put in place in a timely fashion. On occasion, it may not be practicable to alter the study conditions to alleviate or minimise the risk(s) connected with certain aspects of a course of the programme of study. Whilst the SIT will seek to identify alternative ways of allowing a learner to meet the learning outcomes of a course in these circumstances, there may be occasions when this is not feasible. It may therefore be necessary for a learner to seek deferment from studies.

## Continuation and deferment of studies

* + - 1. The pregnant learner may be allowed to continue with her studies until the time for maternity leave at the discretion of SIT, depending on the circumstances of her training, based on agreement between the SIT and the learner.

1. The pregnant learner shall not wear the SIT uniform once the pregnancy is visible.
2. The pregnant learner shall request for deferment in writing as advised by SIT.
3. The Director shall respond to the request for deferment within seven working days of receipt of the letter of request and stipulate the grounds for

re-instatement.

1. The learner shall be re-instated if placement is available and if the programme is on offer.
2. The learner shall inform the Director through the LSO in writing of her intention to resume her studies at least one month in advance.
3. Copies of all communication shall be placed in the learner’s personal file.

## Maternity Leave

* + - 1. It is also **compulsory** for the pregnant learner to take maternity leave as per the PSO page 93, Chapter 15, Article 101.

## Paternity Leave

Any learner who is to become a father, or any learner who is a partner of a pregnant learner who expects to be responsible for raising the child with the mother, shall be entitled to request time out of study. This is may include time to attend medical appointments with their partner prior to, and after the birth, as well as a period of compulsory maternity support leave (paternity leave) immediately following the birth. SIT will exercise flexibility where possible.

## POLICY IMPLEMENTATION

This policy shall be applied at all instances when a learner becomes pregnant and when learners (whether female or male) have recently become parents.

The implementation of the policy shall be guided by the following principles:

* + 1. Openness and learner protection – interventions shall seek to reduce barriers to access to education and training while providing protection to the learner.
    2. Flexibility and responsiveness – interventions shall seek to ensure promotion of flexibility in access to education and learning and address the needs and circumstances of the learner.
    3. Integrity - interventions shall seek to demonstrate the highest level of fairness and honesty.
    4. Non-judgmental and sensitive approach – interventions shall seek to adopt an open-minded and non- judgmental approach and shall not attempt to influence a learner’s decisions but rather to provide context and advice to the learners to enable them to make informed choices.

Information provided by the learner should be treated sensitively and only passed onto others on a need-to- know basis.

## 8.0 MONITORING, EVALUATION AND REVIEW OF THE POLICY

Monitoring and evaluation of this policy will be carried out by the LSO through documentation kept in personal files of learners.

This policy will be reviewed every 5 years to take into consideration any legal changes and trends.

## 9.0 RESPONSIBILITY

The LSO shall have the responsibility of coordinating any support necessary and to ensure the policy is properly applied in the event that a learner becomes pregnant or becomes a parent.

**10.0 RELATED INFORMATION Professional Centre Documents :** Learners’ Code of Conduct Learners’ Rights Policy

# Learner Support Policy

Learner Deferment Policy/Procedure Health and Safety Policy

**Other Documents:**

# SIT Charter

Tertiary Education Act 2011 Occupational Health and Safety Policy Employment Act

**POLICY No.9** LEARNER **GRIEVANCE POLICY**

|  |  |  |  |
| --- | --- | --- | --- |
| Category: | SIT - Studies | Date of Issue: | 01/01/18 |
| Responsible Office: | Seychelles Institute of Technology (SIT) | Revision Date: | N/A |
| Responsible Executive: | Director SIT | Policy Number: |  |
| Reviewed by: | Directors and Staff of SIT | Number of pages: | 12 |
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## 1.0 INTRODUCTION

Professional Centres are committed to establishing and maintaining a harmonious and supportive environment conducive to study and personal development. The SIT has a responsibility to ensure that learners are not subjected to any unfair or unreasonable treatment.

The Learner Grievance Policy provides a transparent and consistent mechanism for addressing grievances arising out of any kind of situation or process affecting the learner, whether academic or non-academic. It provides a structure for learners to raise a complaint or grievance in the event they have been unfairly or unreasonably treated by any member of the SIT while acting in an official capacity of any of the written policies of the SIT in which the learner is enrolled.

## 2.0 POLICY STATEMENT

As part of its commitment to quality, the Seychelles Institute of Technology (SIT) recognises that, from time to time, learners may raise complaints or grievances about matters or issues relating to their experiences at the PC. This Policy supports the SIT’s effort to promoting and ensuring a supportive study environment where learners are treated with respect and courtesy and complaints or grievances are responded to promptly. It provides learners with a framework within which they may raise complaints or grievances in relation to decisions of or advice provided by SIT. It also provides SIT with a framework to ensure there are transparent, fair and timely procedures for addressing complaints and grievances in accordance with principles of natural justice, ensuring that all parties are treated equally and fairly, with minimum stress and maximum protection for all concerned.

## 3.0 DEFINITIONS

For the purpose of this policy, the following definitions are used:

Learner **-** any person following a full-time or part-time training programme at a Professional Centre Grievance - A concern about a situation, person, facility or service which the learner raises informally. Complaint - An expression of grievance, dissatisfaction or concern. Formal written concern occurring where a grievance cannot be resolved informally.

Academic complaint - a claim that an inappropriate mark and/or grade has been assigned because of a lecturer’s failure to follow established procedures for moderation, assigning a mark and/or grade or marking an assessment.

Non-academic complaint **-** a claim that alleges any instance of abuse (sexual, social etc), ill-treatment, bullying or exploitation involving the irresponsible or unjust misuse of a position of authority, power, or trust. Working day - means Monday through to Friday during regular PC opening hours.

## 4.0 ABBREVIATIONS

For the purpose of this policy, the following abbreviations are used:

HOP - Head of Programme

LSO - Learner Support Officer PL - Programme Leader

## 5.0 LEGAL CONTEXT OF THE POLICY

It is ascertained at Section 16 of The Constitution of the Republic of Seychelles, 1995, that every Seychellois has the Right to dignity: “Every person has a right to be treated with dignity worthy of a human being and not to be subjected to torture, cruel, inhuman or degrading treatment or punishment”.

## THE POLICY

* 1. **Scope**

This policy applies to all learners of SIT. It may also be used by former learners of SIT whose enrolment ended no more than three (3) months before the date the complaint is lodged.

The purpose of the policy shall be to resolve complaints and grievances of learners, which result from actions of a member of SIT. It relates to formal procedures that will ensure matters are resolved in a timely and appropriate manner while ensuring due process and respect for individuals’ rights. SIT is committed to providing a fair, safe and productive work environment where grievances are dealt with sensitively and expeditiously.

## General Guidelines and Procedures

* + 1. **Categories of Complaints and Grievances**

Learner grievances and complaints generally fall into two main categories:

1. Academic Complaints
2. Non-Academic Complaints

# Others (bursary, bus facilities, political affiliation etc…).

* + 1. **Rights and Responsibilities**

All learners have the right to:

* + - 1. Make a complaint to their LSO or Head of Programme
      2. Be treated with respect and impartiality as well as provided with support throughout the process
      3. An investigation and proceeding that are conducted honestly, fairly and without bias
      4. No undue delay in investigations and proceedings.

All parties involved in a grievance are responsible to participate fully in the decision process in good faith. Confidentiality must be respected and maintained at all times in order to protect those involved in the process. No learner of the SIT named in a grievance procedure should experience or suffer any unnecessary penalty for being involved in a grievance procedure.

## Right to Withdraw

A learner may withdraw a complaint or grievance at any time during the resolution process, and the matter will be deemed to be resolved. Notwithstanding this, SIT reserves the right to continue to investigate a complaint or grievance if required to do so to satisfy other requirements or protect its own interests.

## Recordkeeping

Learners’ complaints and grievances must be registered and maintained by the LSO, and must include data collected on learner complaints and grievances and findings and outcomes. These shall be kept as confidential records.

Data relating to learner complaints and grievances must be analysed on an annual basis by the LSO to identify trends and improve existing policies, procedures and processes.

## Procedures for Resolving a Grievance

The procedures emphasise a collegial approach to grievance resolution in the initial stage through informal facilitation and mediation and are designed to lead to a prompt resolution. It is also hoped that grievances can be resolved amicably thereby maintaining, and where necessary, restoring good relations within the SIT. All parties should co-operate constructively in resolving matters. The procedures must be followed when submitting a grievance.

## Procedures for Academic complaints

A complaint can be for awarding grades or any other complaint to do with academic misconduct.

* + - * 1. A learner having a complaint should, where appropriate, first try to reach agreement with the staff concerned. The issue will be forwarded to the Chairperson of the Academic Committee, using a **Learner Grievance Form** (appended) within 5 working days from the date the complaint is lodged.
        2. Upon being notified of a learner complaint, the Academic Committee must meet with the learner to discuss the complaint within 5 working days by completing the **Learner Grievance Response Form** (appended).
        3. If the staff member concerned does not meet with the learner within 5 working days, or if such a meeting would be inappropriate under the circumstances, or if the issue remains unresolved after a meeting between the learner and the staff member, the learner may submit a written appeal to the Director using the **Learner Grievance Review Form** (appended), which he/she will forward to the Academic Board, who will attempt to mediate the complaint.
        4. The Chairperson of the Academic Committee must issue a written decision on the appeal and a description of the proposed resolution, if any, no later than 5 working days.
        5. A learner may appeal a decision by the Academic Committee, to the Director. The appeal request must be submitted no more than 5 working days after the date on which the academic Chair’s decision was sent.
        6. The Director will select the members of the hearing panel within 5 working days of his or her receipt of the appeal or, if that is too close to the end of a semester or session, within 5 working days after the beginning of the next semester. This hearing panel shall consist of 5 members, 3 academic staff and 2 learners. Of the staff members, only 1 may be from the same department as the staff member concerned.
        7. The hearing panel shall:

Select the date, time and location of the hearing and notify the learner and the staff member of this information.

Make available to the learner and staff member, at least 5 working days prior to the hearing, all material that has been furnished to the hearing panel and the names of any witnesses who may give testimony.

Provide the learner and staff member with the opportunity to hear all testimony and examine all documents or other materials presented to the hearing panel.

Provide the learner and staff member with the opportunity to question each witness.

Permit the staff member and learner to make a summary statement at the conclusion of the hearing.

Within 7 working days after the conclusion of the hearing, the hearing panel shall prepare a written decision and proposed resolution, if any. The hearing panel shall inform the Deputy Director for Studies, Head of Programme and the Director of the decision in writing.

The decision of the hearing panel shall be final.

## Procedures for Non- academic complaints

A learner who believes that he or she has been subjected to unlawful discrimination or harassment, bullying, including sexual harassment, by another learner or staff may seek resolution through the following procedures.

## Initiation of the Learner Conduct Process

* 1. A learner who believes he or she is being subjected to unlawful discrimination or harassment by another learner or staff, including sexual harassment and bullying, shall submit a written complaint to the learner support officer using the **Learner Grievance Form.**
  2. If the written complaint using the **Learner Grievance Response Form** reasonably suggests that a violation of the Code of Conduct has occurred, within 5 working days of making this determination the Learner Support Officer through the Director will provide notice of the complaint to the learner or staff against whom it was filed.
  3. The aggrieved learner may submit a written appeal to the LSO using the **Learner Grievance Review Form**, which he/she will forward to the Director who will intervene in the event the complaint or issue remains unresolved.

## Procedure

* 1. The notice to the charged learner or staff will include the following:
     1. The specific rule or regulation that the learner or staff is alleged to have violated, indicating the date and place of the occurrence and the names of the complainant and all potential witnesses known by the Learner Support Officer, except when the learner support officer determines that disclosure may present a serious risk to any such witness;
     2. The charged learner’s rights, including a description of the procedures to be used at the disciplinary hearing; and
     3. A statement that the charged learner or staff must meet for a pre-hearing within 3 working days of the date on which the notice was forwarded.
  2. During the pre-hearing meeting, the charged learner or staff will be invited to review and discuss information in his or her disciplinary file (including prior cases, if any) and will be encouraged to ask questions about the complaint and the options available within the Learner Code of Conduct or Staff Handbook. The charged learner or staff will be presented with the following options:
     1. To accept responsibility for violating Code of Conduct or Staff Handbook and accept the sanction(s) presented in the pre-hearing meeting. A learner/staff who accepts responsibility and accepts the proposed sanction(s) waives the right to an appeal.
     2. To accept responsibility for violating the Code of Conduct/Staff Handbook but reject the sanction(s) presented as inappropriate or unreasonable. The learner will receive notice that he or she has accepted responsibility for violating the Code of Conduct as well as a complete list of the sanction(s) that he or she rejected and the process for requesting different sanction(s). A learner who accepts responsibility for violating the Code of Conduct but rejects the sanction(s) waives administrative hearing but retains the right of appeal of the sanction(s) only through a Request for Reconsideration of Sanction(s).
     3. To deny responsibility for violating the Code of Conduct and request an Administrative Hearing by an Administrative Hearing Officer. A learner who denies responsibility for violating the Code of Conduct retains the right to full appeal.
  3. If a learner submits a Request for Reconsideration of Sanctions or an appeal of the decision of an Administrative Hearing, he or she must follow the content, format and deadline procedures as set forth. The Appeal Board will report its final decision within 15 working days of receiving all case materials for review. The decision shall be final.

## POLICY IMPLEMENTATION

All members of staff have a role in the formal grievance process, depending on the particular circumstances. They have a responsibility to implement and comply with this policy and to treat all learners with dignity and respect.

This policy shall be applied at all instances whenever there is a need to resolve a conflict or grievance within the SIT. The implementation of the policy shall be guided by the following principles:

* + 1. Openness and learner protection – interventions shall seek to reduce barriers to access to education and training while providing protection to the learner.
    2. Flexibility and responsiveness – interventions shall seek to ensure promotion of flexibility in access to education and learning and address the needs and circumstances of the learner.
    3. Integrity - interventions shall seek to demonstrate the highest level of fairness and confidentiality.

## 8.0 MONITORING, EVALUATION AND REVIEW OF THE POLICY

Monitoring and evaluation of this policy will be carried out by the LSO in collaboration with the Management Committee.

This policy will be reviewed every 5 years to take into consideration any changes, new challenges and trends.

## 9.0 RESPONSIBILITY

The LSO shall have the responsibility of coordinating any support necessary and to ensure the Policy is properly applied in the event that a learner raises a complaint or grievance.

**10.0 RELATED INFORMATION Professional Centre Documents:**

# Assessment policy Code of conduct Learner Appeal Policy Learner Handbook Staff Handbook

**Other Documents:**

# Professional Centre Charter Tertiary Education Act 2011

Education circular 03/2002 Political activities and partisan politics in state schools and Post-secondary Education and Training institutions.

# Education Circular 02/2008 Responsibilities and Duties of Teachers Code of Ethics

## POLICY No.10 SEXUAL HARASSMENT

|  |  |  |  |
| --- | --- | --- | --- |
| Category: | SIT - Studies | Date of Issue: | 01/01/18 |
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| Responsible Executive: | Director SIT | Policy Number: |  |
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**1.0 PURPOSE OF THE POLICY**

The SIT is committed to promoting the principles of responsible and respectful behaviour to ensure all learners can enjoy a productive learning and teaching environment, and their life as a learner, free from sexual harassment.

The PC shall not tolerate sexual harassment and shall take all reasonable steps to prevent behaviour which does not conform to the institution’s acceptable behaviour standards. The SIT shall have structures in place to support and protect learners who are being sexually harassed.

## 2.0. LEGAL CONTEXT OF THE POLICY

It is ascertained at Section 16 of The Constitution of the Republic of Seychelles, 1995, that every Seychellois has the Right to dignity: “Every person has a right to be treated with dignity worthy of a human being and not to be subjected to torture, cruel, inhuman or degrading treatment or punishment”.

The Constitution also stipulates in the Rights of minors (Section 31):

# “The state recognizes the right of children and young persons to special protection in view of their immaturity and vulnerability and to ensure effective exercise of this right the state undertakes –

(c) to ensure special protection against social and economic exploitation and physical and moral dangers to

# which children and young persons are exposed”.

## 3.0. POLICY SCOPE AND APPLICATION

The Sexual Harassment Policy for learners applies to all those who study at the Professional Centre.2 Sexual harassment is a discriminatory assertion of power that has no place within the Professional Centre.

Sexual harassment is essentially defined as ‘unwelcome sexual conduct’ and is unlawful under The

Constitution of the Republic of Seychelles, 1995.

In line with the Public Service Code of Ethics and Conduct (2003) and PC’s Code of Conduct (2019), sexual harassment is unethical and unprofessional and a threat to the integrity of the individual and the institution. Such harassment may exist in one or a series of incidents, and all such matters shall be dealt with because they erode the atmosphere of trust which is crucial to the proper functioning of the institution.

This policy addresses sexual harassment that is behaviour of a sexual nature which is unwelcomed and which a reasonable person would anticipate in the circumstances that the person who was harassed would be offended, humiliated and/or intimidated. Specifically, it focuses on allegation of sexual harassment of a learner by a member of staff and also of a learner by another learner.

## 4.0. RATIONALE

Sexual harassment undermines the mission of the SIT, threatens the careers, educational and training experience, and well-being of learners. The SIT shall not tolerate unwelcomed behaviour of a sexual nature toward its learners’ when that behaviour creates an intimidating or hostile environment for teaching and learning or participation in any activity.

Sexual harassment is especially serious when a member of staff harasses a learner. In such situations, sexual harassment unfairly exploits the power inherent in a staff position. However, while sexual harassment often takes place in situations where there is an abuse of a power differential between the persons involved, the PC recognizes that sexual harassment is not limited to such situations.

## 5.0. DEFINITION OF SEXUAL HARASSMENT

The SIT shall adopt the definition of sexual harassment cited on page 7 of The National Gender Policy, 2017;

‘Any unwelcome sexual advance, request for sexual favour, verbal or physical conduct or gesture of a sexual nature, or any other behaviour of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another, whether or not such sexual advance or request arises out of unequal power relations’.3

Sexual harassment can be a single incident or a persistent pattern and can range from subtle behaviour to explicit demands for sexual activity. For the sake of this policy sexual harassment shall include but is not limited to the following:

* Inappropriate jokes or comments with sexual connotations
* The unwanted display of sexually offensive material to another person
* Stares and leers or offensive hand or body gestures
* Comments and questions about another person’s sexual conduct and/or private relationships
* Persistent unwelcome invitations, conversations or inappropriate name calling
* Requests for sexual favours
* Sexually offensive written, pictures, videos, telephone or electronic mail or any other electronic means of communication (SMS, WhatsApp, Facebook, twitter, email and other social networks)
* Unnecessary close physical proximity including persistently following a person

When a case of sexual harassment is proven, it can constitute an offence. All acts of sexual harassment which amounts to a criminal offence should be referred to relevant authorities. Management and all members of staff of the PC are duty bound to safeguard and uphold the principles presented in this policy. All persons who are working or studying at the PC shall be informed about this policy formally, and newly recruited staff and enrolled learners shall be informed through the induction programme.

## PRINCIPLES

* 1. The SIT shall use educative approaches for the prevention of sexual harassment of learners, ensuring learners are aware of their rights and responsibilities, and to encourage reporting of behaviour that breaches this Policy.
  2. The SIT recognises that sexual harassment can cause a range of issues including difficulty with studies. Provision of dedicated support services for learners who have experienced sexual harassment is integral to ensuring their wellbeing and continued participation in their education and training.
  3. Learners who have experienced sexual harassment are encouraged to report the incident(s) to initiate an internal investigation.4
  4. The SIT also recognises the possible effects on individuals who are accused of suspected sexual harassment, and will ensure that they are afforded procedural fairness (natural justice) and provided with relevant support throughout any investigative process.

## PROCEDURES

All cases of alleged sexual harassment shall undergo internal investigation. If upon investigation the case is assessed to require the intervention of the police the case shall be duly referred by the:

Director.

## Reports or Complaints

* + 1. Learners who have experienced unwelcome sexual behaviour or sexual harassment are encouraged to report it, even if they are not certain whether a violation of this policy has occurred.
    2. Learners in this situation should contact the Learner Support Officer, Registrar or Director in the first instance.
    3. There is no specific time limit for making allegations; however, it may be difficult to substantiate the allegations if they are made after a significant time has passed. Therefore, prompt reporting is strongly encouraged.
    4. When a formal complaint is made by a learner, the PC shall take timely and appropriate action to investigate allegations in accordance with the following legal, policy and procedural frameworks:
       1. In the case of a learner making an allegation against a member of staff of the Professional Centres – Public Service Code of Ethics, Professional Code of Ethics e.g. For Nurse, Social Worker, Teachers etc.., The Decentralised Authority Framework for Professional Centres, PC’s Gender Policy, the Learner Rights and Responsibilities Policy, The Learners Code of Conduct, The Children’s Act and the Employment Act.
       2. In the case of a learner making an allegation against another learner – the Learner Code of Conduct, The Learner Rights and Responsibilities Policy, SIT’s Gender Policy.
    5. Complaints shall be dealt with in a confidential manner. Learners need to be informed of the possibility of partial confidentiality in cases where
       1. The party/ies involved are below 18 years old upon which the parent(s) needs to be informed.
       2. Upon investigation or assessment, the case is assessed to constitute elements of a criminal offense and from which therefore the case shall be referred to the relevant authorities.
    6. As part of the services offered for sexual harassment allegations, the complainant would be encouraged to seek counselling assistance either from the Learner Support Officer or other agencies which the complainant has been referred to.
    7. The Director and SIT Board Chairperson shall be informed of all complaints of sexual harassment within the SIT soon after the report has been made.
    8. The Learner Support Officer, Registrar or Director shall assist learners who have come forward with complaints of sexual harassment. The assistance provided should include determining the basis, if any, for a complaint of sexual harassment. The LSO, Registrar or the Director may also be required to record the complaint in writing and have the victim verify the content and then sign the written complaint. The complainant also needs to be made aware of the avenues for action.
       1. The Learner Support Officer, upon consultation with the Director may escalate the matter and contact outside support services/agencies where necessary.

## Dealing with Complaints of sexual harassment

* + 1. **Internal Investigation**

All cases of alleged sexual harassment shall be investigated by the Professional Centre. The following steps shall be taken upon the receipt of a complaint:

1. The Learner Support Officer, Registrar or Director shall meet with the complainant and listen supportively to his/her account.
2. The complainant can thereafter personally hand in a signed written complaint to the above-mentioned persons. Otherwise, as indicated in 7.1. (h) The LSO, Registrar, Director can assist the complainant. The written complaint should be signed within the next 24 hours of the complainant making the claim. In addition, the written complaint should provide details of the alleged sexual harassment, including dates, times, places, names of individuals involved in the incident(s), names of any witnesses and any other relevant information.
3. The written complaint shall be documented in a confidential manner.
4. The Director in consultation with the Governing Board Chairperson shall appoint a panel to investigate the issue.
5. Within five (5) working days of receiving the written complaint the panel shall investigate the complaint to determine whether the complaint is justified.
6. The panel carrying out the investigation shall:
   1. Request for a signed written statement by the alleged harasser about the alleged sexual harassment incident
   2. Interview the victim and the alleged harasser separately
   3. Interview other relevant parties separately
   4. Produce a report for the Director and Governing Board Chairperson, detailing the investigation, findings and recommendations for preventive measures and/ or for disciplinary action if deemed appropriate.
7. The Director and/or with the support of the Learner Support Officer shall, after consultation with the Governing Board Chairperson, inform the complainant and respondent of the outcome of the investigation. In addition, they need to ensure that the recommendations are implemented, that the behaviour has stopped in such cases, as where the allegation was assessed to be justified and that the victim is satisfied with the outcome.
8. There shall be a right of appeal against the decision of the panel within ten (10) working days of receipt of the panel’s report. Notice of intention to appeal shall be in writing and shall identify the procedural or substantive reasons for its basis. Appeals need to be addressed to the Chairperson of the Board who shall also notify the Director of such. The Governing Board Chairperson shall refer the issue to an Appeal Panel.
9. The Appeal Panel shall write a report informing the SIT’s Governing Board Chairperson of the outcome of the appeal within ten (10) working days of hearing the appeal. The report shall include recommendations for preventive measures and/ or disciplinary action if appropriate

## Referral

If the sexual harassment case involves elements which amount to sexual assault, the Director shall take the necessary steps to inform the Principal Secretary for Tertiary Education and Human Resource Development. The case shall be referred to the police for further investigation by the Director. The Learner Support Officer and Director shall be available to provide any further reporting.

## CONFIDENTIALITY AND RECORDKEEPING

All information associated with investigations and outcomes associated with allegations of sexual harassment shall be treated as confidential and not released to any third party or external agency unless

* + 1. Required by law,
    2. The part(ies) involved is under the age of 18 (in which case the parents shall be informed),
    3. The action is an offense by law the professional centre shall respect confidentiality by disclosing only information necessary to consider and respond to a request for resolving a complaint. The professional centre shall ensure that all reports of alleged sexual assault are well documented and safely filed.

The SIT shall develop and implement measures to protect the complainant and facilitate his/her continued access to the SIT’s educational programmes and other activities.

## 9.0. COMPLAINTS INVOLVING MINORS

When a complainant is a minor, in addition to the usual procedures, the Learner Support Officer shall also discuss with the complainant and his/her parents or legal guardians, and report the case to other authorities if necessary.

## 10.0. ALTERNATIVE RECOURSE

The provisions of this Policy do not preclude the complainant from pursuing other options or from seeking legal redress through criminal proceedings or a civil action for damages.

## 11.0 PREVENTIVE STRATEGIES

The SIT shall be committed to engage in preventive approaches for the prevention of sexual harassment and other forms of gender-based violence. This should include but not be limited to regular sensitization and awareness sessions for staff and learners such as training, talks, and participation in related national activities.

The SIT shall also ensure that it has support mechanisms in place to address cases of alleged sexual

harassment in a competent manner. This can include but not be limited to counselling services, an effective referral system, close collaboration with other agencies, peer support, competent personnel to investigate cases, and the relevant mechanism in place e.g., appeal panel.

## 12.0 DISCIPLINARY MEASURES IN SEXUAL HARASSMENT CASES

Proven sexual harassment of a learner by a staff constitutes gross misconduct. Where a lesser penalty is appropriate (such as a written warning), this shall be administered in tandem with the necessary action to ensure that the victim is able to study without undue embarrassment or anxiety.

Appropriate disciplinary action for staff should be guided by the Staff Code of Conduct, The Employment Act, The Decentralised Authority Framework for Professional Centres and Professional Code of Ethics e.g., Code of Ethics for Nurse, Social Workers, Teachers etc.

Appropriate disciplinary action of proven sexual harassment of a learner by another learner should be guided by the Code of Conduct.

## 13.0 MONITORING, EVALUATION AND REVIEW OF THE POLICY

Monitoring and evaluation of this Policy shall be carried out by the Tertiary Education Commission. This Policy shall be reviewed every three (3) years to take into consideration any changes, new trends and relevant new/reviewed legislations.

## 14.0 RESPONSIBILITY

The Learner Support Officer and Director shall have the responsibility of coordinating any support necessary and to ensure the Policy is properly applied in the event that a learner reports a complaint of sexual harassment.

## POLICY No.11 DEVELOPMENT OF SHORT COURSES POLICY

|  |  |  |  |
| --- | --- | --- | --- |
| Category: | SIT - Studies | Date of Issue: | 01/01/16 |
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**1.0 INTRODUCTION**

The SIT is dedicated to furthering the commitment to lifelong learning and should therefore provide opportunities for learners to access training as per individual and industry needs and requirements. Therefore, the SIT should develop and deliver short training courses to meet those needs and requirements.

## POLICY STATEMENT

Short courses differ from other training that lead to qualifications offered by the PC as they are often designed to meet specific client requirements. Short courses are normally defined under two categories:

* + 1. Non-credit-bearing short courses
    2. Credit-bearing short courses

Both are generally generated and approved for a specific purpose, e.g., employer need, or are pre-approved modules delivered as short courses.

## 3.0 DEFINITIONS

For the purpose of this policy, the following definitions are used:

Short course: A short course requires less than 1200 notional (study) hours of the learner, accordingly less than 120 credits. It may or may not be registered on the National Qualifications Framework (NQF). Credit-bearing short courses: Credit-bearing short courses carry credits at particular NQF levels.

Non-credit-bearing short courses: These are professional / skills development training. These short courses do not carry credits at particular NQF levels.

Credits: An expression given to the estimated notional hours that are spent in order to reach the learning outcomes for a credit-bearing short course. One credit is equal to 10 notional hours.

## 4.0 ABBREVIATIONS

For the purpose of this policy, the following abbreviations are used:

NQF – National Qualifications Framework

## 5.0 LEGAL CONTEXT OF THE POLICY

The SIT is mandated by its Charter to develop and deliver short courses.

## THE POLICY

* 1. **Scope**

This policy is applicable for all short courses developed and delivered by the PC.

## General Guidelines and Procedures

* + 1. **Specifications**
       1. Non-credit-bearing short courses serve to address pertinent needs and do not lead to an award. However, the provider may issue a document to indicate attendance and topics covered.
       2. The minimum credit value for a credited short course is three credits and can lead to the award of a meaningful credential given in the name of the SIT or an international affiliated body.
       3. The standards applied to the validated programmes must apply to the credit-bearing short courses.
       4. The SIT shall provide all candidates with appropriate information about the course, including, objectives and standards, assessment and appeal.

## Development Process for Short Courses

* + - 1. The course proposer should complete the required short courses proposal form and produce the associated course descriptor(s).
      2. All proposals shall be discussed and signed by the Head of Programme and/or Deputy Director for Studies.
      3. All completed forms shall be submitted to the Academic Committee. The Committee will consider:
         1. The market for the course
         2. The cost and impact on resources
         3. The alignment of learning outcomes with the learning and teaching methods and assessment.
         4. Alignment with relevant level descriptors
         5. Comparison with similar courses already in approval.
      4. The chairperson of the Academic Committee, through the Director, shall then notify the course

proposer of the Committee’s decision.

* + - 1. The Governing Board shall be informed of the short courses being conducted through regular Board updates.
      2. The Deputy Director for Studies shall maintain a record of all proposals.

## Costing for Short Courses

* + - 1. The course fees must take into account three key factors:
         1. The cost to run the course
         2. The market at which the course is aimed
         3. The profit margin.
      2. The course fees shall be set at a level which enables all direct and indirect costs to be met i.e., the course must be totally self-financing. Therefore, accurate costing is essential and the projected participation rate as accurate as possible.
      3. The following guidelines shall be considered when calculating the course fees:
         1. Number of candidates
         2. Any course-related administration costs
         3. The hire cost of course venue, if any
         4. Technical support if needed (PA system, laptops, projectors, etc.)
         5. Other support equipment (flip chart, lectern)
         6. Refreshments, if applicable
         7. Certification
         8. Marketing cost (if any material is developed to market the course)
         9. Miscellaneous expenditure including stationery, copies of course materials for participants/books purchased and handouts and all other materials
         10. Contingency of 20% for unforeseen costs.
         11. Any other specific course-related costs.

## 7.0 POLICY IMPLEMENTATION

This policy shall be applied at all instances when short courses are to be developed and delivered by the PC.

## 8.0 MONITORING, EVALUATION AND REVIEW OF THE POLICY

Monitoring and evaluation of this policy will be carried out by the Coordinator of Studies through documentation kept in the short course development file.

This policy will be reviewed every 5 years to take into consideration any changes and trends.

## 9.0 RESPONSIBILITY

The Director shall have the final responsibility for ensuring that the terms of this policy are met in respect of development of short courses.

## 10.0 RELATED INFORMATION

**Professional Centre Documents:**

# Policies and Internal Procedures Manual

**Other Documents:**

# Professional Centre Charter Tertiary Education Act 2011

Short course calculation spreadsheet

# Quality Assurance Manual of the Seychelles Qualifications Authority 2011

## POLICY No.12 CANTEEN POLICY

The provision of an efficient and effective canteen at the SIT Campus provides opportunities to reinforce healthy eating practices and provides a service for the SIT learners, staff and guests.

## Aim

* + - To provide effective canteen services which provides healthy food in a manner that complies with all health regulations and requirements according to the Food Act 1984.
    - To integrate aspects of SIT Campus, such as learners committee, management committee, entrepreneurship and catering into the operations of the canteen. Implementation of The Food Act 1984, requires all premises that sell, prepare, package, store, handle, serve or supply any food for sale, must register as a food operation premises by the local Council. This includes the SIT Campus canteen.
    - A canteen coordinator will be appointed and identified by interview process.

1. The coordinator will be responsible for all aspects of the canteen operations. He or she must be competent in Food Safety guidelines and procedures.
2. The canteen coordinator will ensure that all health regulations and food preparation requirements are complied to, in particular the ‘Food Safety Program for SIT Campus Canteen’ and ‘A Checklist for School Canteen Coordinators’, contained within the Guidelines for ‘Personal Hygiene and Food Safety in Schools’ document. The Healthy Canteen Kit resources will also be referred to.
3. The canteen coordinator will ensure that canteen operators fully understand the Food Safety procedures and guidelines.
4. Organising induction for learners and staff on the Health and Safety regulations and procedures.
   * + The canteen will be responsive to the multicultural nature of the SIT Campus and seek suggestions for inclusion in the menu from the school community list.
     + SIT Management will be responsible for maintenance and replacement of equipment’s.

2.0 Evaluation

This policy will be reviewed on a yearly basis or as required.

**POLICY No.13: POLICY ON INFORMATION TECHNOLCY (IT)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category:** | **SIT - Administrative** |  | ***Date of Issue:*** | ***01/01/23*** |
| Responsible Office: | **SIT** |  | *Revision Date:* | ***N/A*** |
| Responsible Executive: | **Director** |  | ***Policy Number:*** |  |
| Reviewed by: | **Management** |  | ***Number of pages:*** | ***06*** |
| Approved by: | **Board of SIT** |  | *Revision Number:* | ***00*** |
|  |  |  |  |  |

* 1. **Background**

IT and Network Policies are created and mandatory to implement for maintaining, securing and ensuring legal and appropriate use of SIT’s IT resources. The policy terms assures a high quality, trusted and secure computing environment, with a responsibility of protecting and securing its property interests, data and intellectual property.

The SIT requires people to use its information technology resources in a responsible manner, abiding by all applicable laws, policies, and regulations.

* 1. **Purpose and Scope**

Information technology plays a major role in supporting the school’s academic and administrative activities. The purpose of The Policy is to provide a framework for protecting:

* + - SIT’s’ IT/IS infrastructure;
    - key data and information;
    - those who have access to or who administer IT/IS facilities;
    - Individual’s who process or handle key data and information.

The Policy is designed to provide protection from internal and external security threats, whether deliberate or accidental by:

* + - defining SIT’s’ policy for the protection of the Confidentiality, Integrity and Availability of its' key data and information;
    - establishing responsibilities for information security;
  1. **Entities affected by this policy**

The Policy applies to the following categories, referred to hereafter as '*subjects*'.

* + - all full-time, part-time and temporary staff employed by, or working for or on behalf of SIT’s;
    - students studying at SIT’s;
    - contractors and consultants working for or on behalf of SIT’s;
    - All other individuals and groups who have been granted access to the school’s IS/IT systems and/or key data and information.

1. **Assets**
   1. Inventories of information assets, including hardware, software will be maintained by the designated staff member and overseen by the System support officer.
2. **Physical and environmental security**

Controls will be implemented as appropriate to prevent unauthorized access to, interference with, or damage to, information assets*.*

* 1. **Physical Security**

Computer systems and networks will be protected by suitable physical and technical security controls

File servers and machines that hold or process high criticality, high sensitivity or high availability data will be located in physically secured areas.

Access to facilities that hold or process high criticality, high sensitivity or high availability data will be controlled.

1. **Communications and operations management**
   1. **Virus Protection**

Appropriate software will be installed and managed to prevent the introduction and transmission of computer viruses both within and from outside the institute.

* 1. **Housekeeping**
     1. **Data Storage**

Data on critical systems will be backed up on a weekly basis. This include the SIT’s website, intranet and the servers.

* 1. **Network Management**

Controls will be implemented to achieve, maintain and control access to computer networks, including wireless LANs. Students and staff should be made aware that the network information and passwords must not be shared.

* 1. **Exchanges of Information and Software**
     1. **Software Usage and Control**

All major software upgrades will be appropriately controlled and tested through a managed process before live implementation.

* + 1. **Internet Usage**

Activities involving Internet usage, for example e-mail transmission and web site access, will be governed by the department of IT and the system support officer.

1. **Access control**

Access to key data and information will be appropriately controlled. System support officer and the department of IT are responsible for access control.

* 1. **User Responsibilities**

Users who use SIT’s’ computer systems and/or networks must do so in accordance with this policy document.

* 1. **Requirements for Systems Access**
     1. **Remote Access**

Controls will be implemented to manage and control remote access to key data. System support officer and the department of IT are responsible for access control.

* + 1. **Privilege Management**

The allocation and use of system privileges on each computer platform shall be restricted and controlled by the system support officer.

* + 1. **Passwords**

The allocation and management of passwords shall be controlled by the system support officer. Users are required to follow good security practices in the selection, use and management of their passwords and to keep them confidential

* + 1. **Unattended User Equipment**

Users of IT/IS facilities are responsible for safeguarding key data by ensuring that desktop machines are not left logged-on when unattended, and that portable equipment in their custody is not exposed to opportunistic theft.

Where available, password protected screen-savers and automatic log-out mechanisms are to be used on office based systems to prevent individual accounts being used by persons other than the account holders, but not on cluster computers that are shared by multiple users.

* 1. **Monitoring System Access and Use**

Access to and use of critical systems will be monitored for both staff and students. Reviewing the information will be the responsibility of the system support officer working with the department of IT.

**7. Business continuity management**

Controls will be implemented to counteract disruptions to SIT’s’ information processing facilities and to protect critical systems from the effects of major failures and disruption.

1. **Data Storage**

Key data will be held on a network resource so that it is backed up through a routine managed process. Where this is not possible, provision must be made for regular and frequent backups to be taken.

**8.1 Backup Media**

A controlled and fully auditable process for the handling, transportation, storage and retrieval of backup media containing key data will be implemented by the system support officer.

1. **Compliance**

Controls will be implemented to avoid contravention of legislation, regulatory and contractual obligations and security policy.

* 1. **Review of Security Policy**

The Policy will be subjected to review annually and in the event of any major changes in circumstances, to ensure those controls remain effective.

**9.1 Compliance with Security Policy**

Compliance with The Policy is mandatory. Failure to comply with policy requirements, will be viewed as a breach of security. Any such event may be the subject of investigation and possible further action in accordance with SIT’s’ procedures.

**POLICY NO.14: POLICY ON INDUCTION OF LEARNERS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category:** | **SIT - Administrative** |  | **Date of Issue:** | **01/01/23** |
| **Responsible Office:** | ***SIT*** |  | **Revision Date:** | **N/A** |
| **Responsible Executive:** | **Registrar** |  | **Policy Number:** |  |
| **Reviewed by:** | **Management of SIT** |  | **Number of pages:** | **06** |
| **Approved by:** | **Board of SIT** |  | **Revision Number:** | **00** |
|  |  |  |  |  |

**1 PURPOSE**

1.1 To outline the processes and procedures to induct; new learners, apprentices/trainees and volunteers

undertaking trainings at SIT by the staff.

Induction is aligned to the strategic goals and priorities of the SIT. It also supports the Institution’s Core Values/ Charter which staff are expected to demonstrate.

**2 SCOPE**

2.1 This policy and procedures applies to SIT employees responsible for: Apprentice Induction, Existing on Campus Student Induction, Health and Safety Induction, WBE Induction, and part time students enrolled and admitted to a program of study at SIT.

**3 POLICY STATEMENT**

3.1. TVET learners must be provided with an induction at the commencement of their studies to ensure they are aware of Workplace Health and Safety requirements and SIT policy documents. Provision of a structured induction ensures that SIT meets the requirements of the relevant standards as required by the regulating body (SQA)

Transition from Secondary school to Post Secondary Institution life is one of the most challenging events in a learner’s life. When new learners enter an institution, they come with diverse thoughts, backgrounds and preparations. They come into a new unfamiliar environment, and many of them have little knowledge of a college/university. An important task, therefore, is to welcome new learners to Higher Education and prepare them for their new role.

The learner Induction process is designed to help in the whole process.

**Learner Induction Programme**

Purpose of the learners’ Induction Programme is to help new learners adjust and feel comfortable in the new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other learners and faculty members, and expose them to a sense of larger purpose and self-exploration.

The term induction is generally used to describe the whole process whereby the learners adjust to or acclimatize to their new roles and environment. In other words, it is a well-planned event to educate the new entrants about the environment in a particular institution, and connect them with the people in it.

SIT’s learner Induction Programme engages with the new learners as soon as they come into the institution; before regular classes start. At the start of the induction, the incumbents learn about the institutional policies, processes, practices, culture and values, and their mentor groups are formed.

Learners’ Induction would cover a number of different aspects (SIT):

List of activities to be included:

1. Workshop Health and Safety

2. Mentoring

4. Familiarization to Dept.

5. Extra-Curricular Activities

6. Explanations of the learners’ handbook

7. Signing of the agreement between the learner, parents/guardian and SIT.

The following activities during the Induction Programme would fully engage the learners for the entire duration of the Programme.

Workshop Health and Safety

The learners are briefed about and given a copy of the SIT Learner Insurance Policy that covers them during the duration of their studies at SIT which also includes the time they will spend on the WBE platform.

Mentoring

Mentoring and connecting with department members is the most important part of induction. Hopefully, it would set up a healthy relationship between the learners and the Departments.

Mentoring takes place in the context and setting of universal human values. It gets the learner to explore oneself and allows one to experience the joy of learning, stand up to peer pressure, take decisions with courage, be aware of relationships, be sensitive to others, understand the role of money in life, and feeling of prosperity, etc. Human values as enshrined in our constitution like justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation can also be part of this discussion. Focus should be on inculcating values and responsibility.

Mentor- mentee relationship can help learners form a bond with Lecturers which can be of great help during various tough times.

Methodology of mentoring is extremely important. It must not be through do's and don’ts, but by getting students to explore and think by engaging them in a dialogue. It is best taught through group discussions and real life activities rather than lecturing. The role of group discussions, however, with clarity of thought of the Lecturers cannot be over emphasized. It is essential for giving exposure, guiding thoughts, and realizing values.

The following topics may be discussed during the Mentoring sessions.

1. Learner aspirations, family expectations

2. Gratitude towards people helping me

3. Human needs of (a) self and (b) body

4. Peer pressure

5. Prosperity

6. Relationships

7. Responsibilities

4 Other Activities

Familiarization with Institute/Department

Learners should be familiarised with their school/department/Programme of study/laboratories/workshops/ICT facilities and other facilities. Besides an orientation helping them differentiate between college life and school life along with career prospects offered by specific courses should be organised.

Extra-Curricular Activities at SIT

The new learners should be introduced to the extra-curricular activities at the college. They should be shown the facilities and informed about activities related to those activities.

THE INDUCTION PROCESS

STUDENT/LEARNER INDUCTION PROCEDURE

4 PROCEDURES

4.1 HOP’s, will notify the lecturers for the number of learners admitted on each programme. This information will be passed on prior to conducting the induction process.

4.2 Upon admission, students will be introduced with the Student Induction Checklist for their mode of study. They will be briefed on all the important Policies and Procedures by their respective department HOP/Lecturers in person during enrolment.

4.4 They will be required to sign a Learner Induction Sign Off Sheet, to verify that they have completed the induction. The HOP/Lecturer will retain the completed sign off sheet in their student files.

5 RESPONSIBILITIES

Compliance, monitoring and review

5.1 The Registrar/SSO is responsible for implementing, monitoring, reviewing and ensuring compliance with this policy and procedure.

5.2The WBE HOP is responsible for sending learner induction information to organization’s or individuals who are delivering/assessing under a third-party agreement.

Reporting

5.3 No additional reporting is required.

Records management

5.4 Employees must manage records in accordance with the Records Management Policy and Procedure.

This includes retaining these records in SIT’s file management system.

5.5 SIT records must be retained for the minimum periods specified in the Policy. Before disposing of any records, approval must be sought from the Registrar.