

# sea

student handbook

2024



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*Provisionally registered with the Department of Higher Education & Training until 31 December 2024.*



**school of  
explorative  
architecture**



# Contents

Welcome from the Director	3
Academic staff teaching at SEA 2024	3
Goal and Mission Statement	4
Legal Status, Accreditation and Programmes	4
Governance, Staff, Oversight, Accreditation, Validation	5
Admissions, Registration and Fees	5
Teaching and Learning Policies	9
Recognition of Prior Learning + Credit Accumulation & Transfer	9
Curriculum and Courses	10
BAS Course Descriptions	12
Course Credits and Progression	15
Policy on Quality Assurance	19
Recognition of Prior Learning Policy & Credit Accumulation & Transfer	21
Policy Principles	22
Staff Development Policy	23
Staff Equity Policy	26
Staff Recruitment and Selection Policy	28
Student Support Policy & Procedures	31
Learning & Teaching Policy	39
Health, Wellness and Safety Policy: Staff and Students	42
Policy on Fees & terms of payment	43
Assessment, Examination and Progression	44
Certification of qualifications & records of academic achievement	50
Language Policy	54
Moderation Policy	55
Policy for the Development of Learning Materials	59
Policy for Distance Provision	61
Policy on Institutional Policies	63
Policy on the appointment of External Examiners & Moderators	68
Policy for Programme Review	71
Policy on Plagiarism	74



## Welcome from the Director



2024 is a big thing in SEA-world. It is the first year graduating our first cohort of special future architects. These are our intrepid explorers who fearlessly jumped on-board a ship that we were assembling as we set sail. They are a fantastic bunch of people who we celebrate every day and will celebrate in earnest at the end of the year. But 2024 is also a big deal for us because it is where lots of things fall into place. We have a full cohort of three concurrent years with the curriculum and its courses and staff all in place. It is exciting to see the vision formed seven years ago coming to fruition! We also have a full-time Director of Administration and Management, Warda Samaai, who will help free the academic staff to do what they do best which is teaching and learning – and we thank Julie Thompsett for spending her first year of retirement out of retirement and helping get our ship underway! Our workshop is up and running and the extra-large laser cutter will be zipping its way into our lives soon.

We expect big things this year. Come along for the ride, It is going to blow you away...

Dr Nicholas Coetzer, 18 Jan 2024

## Academic staff teaching at SEA 2024

### Staff

Dr Nicholas Coetzer (Studio and Theory)  
Albert van Jaarsveld (Studio and Building Studies)  
Katya Krat (Studio, Digital, and Theory)  
Kevin Fellingham (Part-Time, Elective Studio)  
Bayo Windapo, Thinus Venter, Jaydon Meidlinger (Part-Time, Elective Studio)  
Don Albert (Part-Time, Elective Studio)  
Andries Samuel (Part-Time, Studio)  
Chisomo Phiri (Part-Time, Building Studies)  
Amélie de Bonnières (Part-Time, Studio)

### Tutors

Garth Francis, Alma Holm, Sanele, Alexandra Singer, Jana van Dalen

## Goal and Mission Statement

The School of Explorative Architecture (SEA) is South Africa's first independent school of architecture and is registered as a private higher education institution with the Department of Higher Education and Training. The primary goal of SEA is offering professional degree programmes and studies in architecture and design, with creativity and experimental design as a dominant pedagogic model. This educational approach is balanced by a strategic partnering with local architects and architectural firms in our delivery of practice-ready, future leader graduates. Through this we aim to promote the value of design and architecture for society and culture, and aim to provide a forum for the exploration of ideas and experimentation.

## Legal Status, Accreditation and Programmes

SEA has provisional registration as a Private Higher Education Institution with the Department of Higher Education and Training (2021/HE08/002) until 31 December 2024 and it is registered in accordance with the provisions of section 54(6)(b) of the Higher Education Act, 1997 (Act No. 101 of 1997, as amended) and the Regulations for the Registration of Private Higher Education Institutions, 2016 (Regulation 16). Its BAS degree programme has achieved conditional accreditation status with the Higher Education Quality Committee (HEQC) and has been endorsed by the South African Council for the Architectural Profession (SACAP). Formal accreditation and validation processes with HEQC and SACAP are expected to be completed within three years following the first intake of students.

At present, SEA offers one degree programme, namely, Bachelor of Architectural Studies (BAS) but plans to also offer a Bachelor of Architectural Studies (Honours) (BAS(Hons)), and Master of Architecture (Professional) (MArch(Prof)). The BAS degree aligns with SACAP "Part 1" professional competencies, and the BAS(Hons) and MArch(Prof) together will align with SACAP "Part 2" professional competencies.



## Governance, Staff, Oversight, Accreditation, Validation

The Board of Directors of SEA are made up of executive directors Albert van Jaarsveld (Chair), Nic Coetzer, Mokena Makeka, Carson Smuts and an advisory board of non-executive directors Yewande Omotoso, Mirna Wessels, Winnie Sze, Nina Saunders, Michael Linn, and Greg Truen.

The executive Directors' term on the Board is limited to three years (following a rolling replacement / managed replacement) and there is a clear imperative that they will be replaced by independent and interested parties of adequate stature in the architectural community. The following diagram illustrates the different roles played by the founders and staff over the first three years of SEA. A range of architectural practices in Cape Town have committed to assisting SEA in the provision of teaching content. As practicing architects they will provide and present some of the case study examples for the Building Studies courses. Our website will provide ongoing updates on the practices that are helping for 2024.

## Admissions, Registration and Fees

Admission to the BAS is either through a workshop activity or the submission of a portfolio of creative work assessed by the Selection Committee (which is made up of the Director and at least two other academic staff members), an interview (should the Selection Committee deem it necessary) and a Bachelor's Pass at the National Senior Certificate Examinations or similar approved levels under alternative schooling systems. Although mathematics is not a required subject, applicants achieving a pass and higher, will be favourably considered. For those who do not have a pass in Mathematics, a minimum of 50% for Mathematical Literacy and an Elementary achievement or better in English as the first requirement – along with a Bachelor's Pass – to be eligible for admission.

For 2023, all applicants are required to submit a portfolio of creative work (check the website) before 30th November 2024, or for early offers and selections, before 30 September 2024. Those attending a SEA portfolio or creative workshop will be able to submit the work done at the workshop as their portfolio. The portfolio is assessed out of 100% by the Selection Committee formed by three of the academic staff at SEA. The portfolio mark is added to the NSC average (the six best results but excluding Life Orientation) and then the average of those two determines an initial ranking of applicants. There might be an interview required (face-to-face or video conferencing) as a final way in which applicants are assessed for potential success in the programme. The resources (space, human and other) prescribe the maximum number of First Year intake as 24 in total (although there is an over-offer of 20% or five applicants to ensure the 24 students are registered. On top of that the Selection Committee can also constitute a waiting list of any length made up of students who were close to being selected. The First Year intake aims to include

five or six international students but this number is not determined on the final intake of students. Please note that SEA reserves the sole right to determine the intake of students for each academic year.

SEA accepts students from anywhere in the world – as long as we are able to determine the level and suitability of each applicant preceding educational qualifications. Foreign students who are not citizens of a “Commonwealth of Nations” country or the USA might be required to submit adequate TOEFL results. SEA reserves the sole right to determine both of these standards. There is no application fee for 2024 is ZAR 50.

Registration happens the week before the first classes commence on Thursday 8th February 2024. All students need to be present at SEA for the registration to be captured. To secure a place at SEA at least R25,000 of the annual fee of R110,000 must be paid via EFT before the 15th December of the year preceding the intended year of study. Thereafter there are two payment options, the first being to pay the remainder of the fee by the 1st March. The second option is to pay the remaining R95,000 of the fee in four monthly installments from the 1st March in the year of study. This latter option carries with it a 9% fee surcharge. At registration the student must select which payment option they intend to make.

### ANNUAL TUITION FEES AT SEA FOR 2024

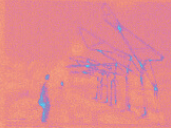
Full payment			Refund as a % relative to withdrawal dates		
By 15 <sup>th</sup> December	February 1st	Total Paid	5 Mar	28 Mar	15 Apr
R25,000 deposit	Paid in full R85,000	<b>R110,000</b>	90%	60%	30%
Incremental payment					
By 15 <sup>th</sup> December	first day of each subsequent 5 months	Total Paid	5 Mar	28 Mar	15 Apr
R25,000 deposit	R19,000	<b>R120,000</b>	90%	60%	30%

As part of our ambitions to make our degree programme more broadly accessible we have the policy of using the deposit paid as a donation to our bursary fund. Students who have to repeat a particular course in subsequent years are required to pay a pro-rata rate based on the percentage of the course's credits in relation to the overall credits for the academic year of study. This amount is added to the overall fee structure which then reverts to the two payment options (with increased amounts) as described above. It is important to note that no course results will be released to students whose fees are in arrears.

### Bursaries & Reduced Fees

As SEA is not a state-funded institution there is no access to NSFAS funding. We rely on donations, bursary funding and B-BBEE allocations to help students who are financially constrained. These inputs are variable year to year and are not guaranteed. Please see our bursaries policy for further information on eligibility. Please note that an offer of a place at SEA does not constitute an offer of a bursary or a reduced fee should you be unable to afford the full fee.

THE MECHANICAL ASSEMBLY OF AN  
ARTICULATED WING DURING FLIGHT



THE MECHANICAL ASSEMBLY OF AN ARTICULATED WING DURING FLIGHT

THE MECHANICAL ASSEMBLY OF AN ARTICULATED WING DURING FLIGHT

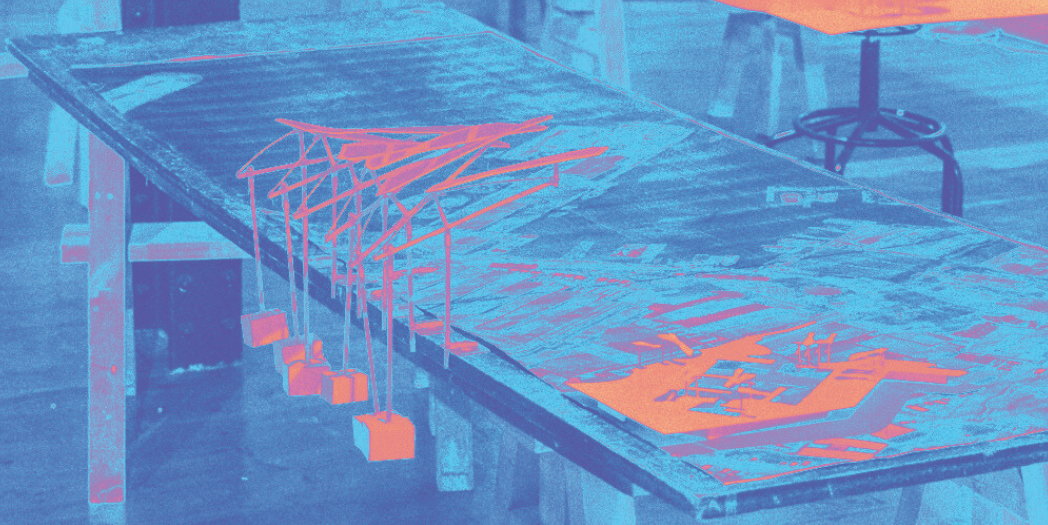
THE MECHANICAL ASSEMBLY OF AN ARTICULATED WING DURING FLIGHT



Articulate Assembly



Resolving Load Conditions



## Teaching and Learning Policies

All courses and teaching and learning interactions are in English. Degree programmes are full-time and campus-based and are in the following modes:

1. As lecture courses typically for the duration of a Semester whilst other courses are also underway
2. As “Block Release” courses typically over a few weeks of concentrated teaching and learning when other courses are not being taught.
3. As “Design Studio” courses where design projects are engaged through one-on-one tutoring, through group interaction, seminars and reviews, and on occasion through more formal lectures.

The architecture programmes at SEA, as at most Schools of Architecture the world over, follow a prescriptive curriculum with little choice in courses. Some choice is given at SEA as to which Design Studio project students would like to work on, but all courses at SEA are prescribed and follow a clear and mandatory progression route through the degree programme in order to meet SACAP competencies and key teaching and learning objectives.

## Recognition of Prior Learning + Credit Accumulation & Transfer

Please see our policy as an addendum at the end of this handbook. SEA follows South African Qualifications Authority (SAQA) recommendations on the recognition of prior learning (RPL) and Credit Accumulation and Transfer (CAT) (see Government Gazette No.972, 2 December 2014). As an institution SEA welcomes students who have either gained sufficient skill and competency through work experience or who have gained particular learning through other recognised degree programmes such that they may achieve advanced standing and credit exemption in our degree programmes. SEA is under no onus to grant credit exemption or advanced standing in these cases and it is the applicant for particular degree programmes at SEA who must make a clear case for credit exemption or advanced standing. This is done through explicit comparison of teaching and learning requirements in each SEA course and the evidence that those requirements have been met in another form (work experience) or course (course description, workload and duration, examination result) at another institution. A maximum of a 1/3 of all credits for the BAS degree programme at SEA may be gained through RPL or transferred from another institution where appropriate. Additionally, no more than 10% of any overall class in an academic programme can be constituted by students through the RPL route.

Students who have successfully completed First Year at other SACAP validated BAS degree programmes or at international professional accredited architectural degree programmes of a similar nature may be granted placement directly into Second Year at SEA – although they may still be required to register for some First Year courses or modules that are considered essential to SEA pedagogy. Similarly, applicants to the BAS(Hons) programme who do not have a BAS degree nor a Bachelor of Technology degree in Architecture but who do have a SACAP-validated Diploma in Architecture and who have been working for at least five years as a registered Architectural Technician may be eligible, through an evidentiary portfolio of work, for placement directly into the BAS(Hons) programme without needing to complete the BAS or BTech degree in architecture.

Assessment of RPL and CAT motivations for course credit exemptions carries with it an assessment and administration fee of R500 for each successful course exempted. Successful assessment of RPL for entry into BAS(Hons) from a SACAP validated Diploma or from a foreign degree programme not validated by SACAP carries with it a R5,000 assessment and administration fee. In this instant, applicants would do well to assess their portfolio of work explicitly demonstrating how they meet SACAP competencies for the Part 1 (BAS degree programme) through particular examples and cases. A written motivation (maximum of 500 words) would be welcome in this regard.

Although SEA cannot predetermine other institutions actions, it is expected that the foundation pedagogy of Studio 1 (Foundation) should allow students to transfer to Second Year BAS at other institutions.

## Curriculum and Courses

SEA aims to provide students with a unique learning experience prioritising creativity, imagination, innovation, exploration, experimentation and critical thinking in architectural design, but balancing this with a more formal training in architectural design competencies. This dual pedagogic ambition is made manifest with the First Semester typically being focused on creative design processes through the “Studio Elective” and the Second Semester being more aligned with the “Thinking Practice Studio” which introduces more normative design processes but also challenges them through critical reflection and exploration. Both studio types rely on extensive input from practicing architects in Cape Town. The First Semester also develops theoretical and intellectual depth by engaging with social and cultural theory and philosophy, whilst the Second Semester tends to focus on more vocational and normative skills and competencies through explicit teaching by practicing architects in the associated “Building Studies” course. The Building Studies courses, nevertheless, also contain theoretical content and require critical thinking. Typical of architectural degree programmes the world over the design studio at SEA is seen as the place of synthesis of key architectural learning by doing and its complex teaching and learning experience is acknowledged in its proportionally high credit weighting.

Notwithstanding this, the ambition of SEA to develop a niche teaching and learning experience in creativity and experimentation in architectural design is the result of a strategy aimed at bolstering those life empowerment skills so deliberately undermined by apartheid and its punitive education ethos. Moreover, in a dynamic and changing world, we believe that our curriculum will help prepare our graduates to operate and excel in a sea of doubt. The curriculum structure is as follows:

yr	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester			
1	<div style="border: 1px solid black; padding: 5px;">Studio 1 (Foundation) (80cr) NQF 5</div>				
	<div style="border: 1px solid black; padding: 2px;">Theory 1 (12cr) NQF 5</div>	V a c a t i o n			
	<div style="border: 1px solid black; padding: 2px;">Building Studies 1 (28cr) NQF 5</div>				
2	<div style="border: 1px solid black; padding: 5px;">4 x Studio 2 Elective (40cr) NQF6</div> <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;">Theory 2 (12cr) NQF 6</div>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Building Studies 2 (28cr) NQF 6</td> <td style="width: 33%;">Thinking Studio 2 (40cr) NQF 6</td> <td style="width: 33%;"></td> </tr> </table>	Building Studies 2 (28cr) NQF 6	Thinking Studio 2 (40cr) NQF 6
Building Studies 2 (28cr) NQF 6	Thinking Studio 2 (40cr) NQF 6				
3	<div style="border: 1px solid black; padding: 5px;">4 x Studio 3 Elective (40cr) NQF7</div> <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;">Theory 3 (12cr) NQF 7</div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Building Studies 3 (28cr) NQF 7</td> <td style="width: 33%;">Thinking Studio 3 (40cr) NQF 7</td> <td style="width: 33%;"></td> </tr> </table>	Building Studies 3 (28cr) NQF 7	Thinking Studio 3 (40cr) NQF 7	
Building Studies 3 (28cr) NQF 7	Thinking Studio 3 (40cr) NQF 7				

The School aims to balance student and staff ratios to optimise the teaching and learning experience as well as to balance associated income and expenditure in a sustainable way. The greatest teaching load and impact in a school of architecture is through the design studio where students engage one-on-one, in small groups and in full review sessions with their peers and staff on design projects. At SEA, these design studio sessions occur twice a week and last for four to eight hours on each of the two days. First Year has an intake of 30 students with two teaching staff to guide them through their foundational experience while subsequent years aim for 12 or 15 students per single academic in the “Studio Elective” (this is an ideal staff to student ratio in architecture schools but rarely achieved, especially at undergraduate level). In the Second Semester this ratio is evened out when the whole cohort of 24 to 30 students is taught by two studio staff altogether and following the same studio project. Along with peer and group learning, this also allows 24 to 30 students in the “Thinking Practice Studio” to have 15-minute one-on-one sessions with the two staff or two split parallel 30-minute sessions with time left for lecture content. Similarly, the 12 to 15-student elective studios enjoy a 30-minute one-on-one session twice a week and a range of options for group and peer learning.

# BAS Course Descriptions

## Studio 1 (Foundation) (80 Credits)

The Foundation Studio forms the most significant and important teaching and learning experience in First Year architecture. It is deliberately formed as a yearlong course because the complexities of architectural ideas and design thinking tend to be difficult to ingest and process within a single semester. The Foundation Studio hence forms nearly two thirds of the credit load for the year. In the studio students engage with a range of design projects that open up ways of ways of seeing, thinking and making ideas and things as well as bringing a foundation for key architectural concerns such as space, form, structure, materials and programme / function. Not all projects in the Foundation Studio arrive at a specifically architectural artefact (a building) but range from in-situ installations to students thinking through speculation and representing worlds made through the embodiment of ideas. Creativity, exploration, curiosity and a strong work ethic is key to success in the Foundation Studio. Representation (ways of communicating ideas) is part of the Foundation Studio and students will be required to develop and explore a range of skills from hand-drawing, to model making, to digital representation and thinking as part of the foundation studio course.

## Theory 1 (12 Credits)

The foundation Theory course intends to provide First Year students with theoretical readings and lectures on the work that they are tackling in the Foundation Studio. It introduces key architectural concerns such as design, form, space, material, culture and society and how these interact. It also engages with ideas of how ideology and representation work in architecture to promote specific views of the world. The conclusion of the course is an academic essay that locates the student's world and ideas within critically formed world views.

## Building Studies 1 (28 Credits)

The foundation Building Studies course is presented as a course in two modules. The first module comprising 50% of the course mark is a survey of a range of building materials, their application in specific buildings, their embodied energy, origins and processing and their reaction and interaction with other materials and environmental conditions. The second module and the remaining 50% of the course mark presents these building materials as the basis for a range of structural systems used in buildings. This is done as a survey of historical and contemporary examples of exemplary buildings and structures from around the world and across cultures. Assessment is through a report done at the end of the semester that catalogues a range of building materials and responses as well as a reflective analysis of the structural logic of one or more of the design projects done in the Foundation Studio.



## **Studio 2 Elective / Studio 3 Elective (40 Credits)**

This is the design studio course for the First Semester of Second Year and Third Year with each studio being made up roughly of equal number of Second and Third Year students and with the requirement that the Third Years must choose a different elective from the one they did in Second Year. Each year there are four or five elective choices presented by individual course convenors following topics and content of their own making. Key to Studio Elective is the idea of process and exploration that arrives at some form of architectural artefact. Different studios will have different approaches to process and their expectation of what the outcome of the studio will be and the level of technical resolution required. Topics are diverse and range from, for example, Film in Architecture, to the Architecture of Shadows, to the Architecture of the Autochthon, to the Architecture of the Social Network, etc. Students do not necessarily get their first or second choice, due to the process of balancing the numbers to 9 to 15 students per elective studio. It is important to note that each Elective Studio also has an associated lecture and seminar based course called "Theory Elective" which is typically presented by the studio elective convenor.

## **Theory 2 Elective (12 Credits)**

This course is taken in conjunction with the Studio Elective and is taught weekly as a seminar or lecture course. Its content varies according to the ambitions, interests and knowledge of the course convenor and their understanding of the importance of the theory elective in framing the associated "Studio Elective" course. Typically the elective engages with ideas of a more theoretical or philosophical nature and explores the relationship of architecture and ideas to social and cultural theory. The outcome of Theory 2 Elective is a written piece, ordinarily an essay, but set by the course convenor.

## **Thinking Practice Studio 2 (40 credits)**

This is the design studio course for the Second Semester in Second Year. It is preceded by the Building Studies 2 course which offers key learning to be instrumentalised in the Thinking Practice Studio 2 project. The Thinking Practice Studio 2 course demands students engage with fairly normative design concerns and processes in an inventive and exploratory manner. The project is set around the idea of "building types" and their associated functional requirements the specificities of which is determined by the course convenor and set in relation to the case studies developed by the Building Studies 2 course. It uses the project to explore processes as to how the brief is developed, how site-specific forces such as climate, orientation, access, zoning, etc. impact the design, how issues of budget, building regulations, structure and building performance through material selection and detailing all interact, and how they are all held together by a conceptual idea that drives the design. It is expected that through the 12 weeks duration of the project it will be

developed and resolved to a level of detail as a buildable architectural structure with clear demonstration of technical competency.

## **Building Studies 2 (28 Credits)**

How are buildings procured, designed, made and inhabited? Building Studies 2 introduces these ideas as a three week block release course that works as a preface to the “Thinking Practice Studio 2” project. Six key architectural works are presented, each as one day long single building case study by the architect and the team that designed it. Key ideas such as how procurement (how architectural contracts come about), the development of the brief, the design process, the impact of sustainability, zoning, building regulations, structures, engineers and other consultants, the impact of costs and finally the importance of building materials and detailing, all have an impact on the final built object. As a final part of the case study the presenting architect reflects on the inhabitation of the building and its successes and missed opportunities before leaving the students with a set of key drawings relating to the project. On alternate days, SEA academic staff then place that particular building and its design processes within an historical framework that specifically engages the buildings presented through the idea of “building type” and where the underlying ideas for the project might have come from and which key projects in the architectural canon are similar or possible origins for the work. The course is assessed through a course notebook (as a formative assessment) and a final report at the end of the semester where the student reflects on the design completed as part of the “Thinking Practice Studio 2” course specifically through the categories listed above and in relation to the building case studies presented by the architects and academic staff.

## **Thinking Practice Studio 3 (40 credits)**

This is the design studio course for the Second Semester in Third Year. It is preceded by the Building Studies 3 course which offers key learning to be instrumentalised in the Thinking Practice Studio 3 project. The Building Studies 3 course demands students engage with fairly normative – but also ground-breaking – design concerns and processes in an inventive and exploratory manner. The project is set around the idea of contesting “building types” and their associated functional requirements the specificities of which is determined by the course convenor and set in relation to the case studies developed by the Building Studies 3 course. It uses the project to explore processes as to how the brief is developed, how site-specific forces such as climate, orientation, access, zoning, etc. impact the design, how issues of budget, building regulations, structure and building performance through material selection and detailing all interact, and how they are all held together by a conceptual idea that drives the design. It is expected that through the 12 weeks duration of the project it will be developed and resolved to a level of detail as a buildable architectural structure with clear demonstration of technical competency.

## **Building Studies 3 (28 Credits)**

This course repeats the concerns and pedagogical processes of Building Studies 2 – but adds complexity and a more theoretical framework through which case studies can be read. Like Building Studies 2, it uses the semester’s design project to explore processes as to how the brief is developed, how site-specific forces such as climate, orientation, access, zoning, etc. impact the design, how issues of budget, building regulations, structure and building performance through material selection and detailing all interact, and how they are all held together by a conceptual idea that drives the design. Where Building Studies 2 is focused on less complex building types and built examples, Building Studies 3 addresses architectural examples that are much more ground-breaking and complex in the outcome. The course is assessed through a course notebook (formative assessment) and a final report at the end of the semester where the student reflects on the design completed as part of the “Thinking Practice Studio 3” course specifically through the categories listed above and in relation to the building case studies presented by the architects and academic staff.

## **Course Credits and Progression**

All courses at SEA follow SAQA credit allocation and formats. A single credit translates roughly to ten hours of academic work. Typically, and especially in the BAS, a quarter to a third of these credit hours are expected to be “contact” hours where there is formal teaching and learning engagement, either through lectures, seminars, tutorials or design work in the Design Studio. The remaining nominal time is expected to be covered by the student through self-study, field work, project assignments, preparation for seminars and exams. In the postgraduate programmes the expectation is that the “contact” hours will decrease as the student takes greater control and independence in their learning process. Like any degree programme, the correlation of credits to time is a general guideline and it is important to note that courses vary in their intensity of “contact time” versus “self-study” time – the important thing to achieve is that the programme workload for any given year of study is fairly evenly distributed across term time.

In order to graduate with a BAS at SEA students will need to complete at least 120 credits a year for a total of 360 credits over three years. The rules of progression at SEA are simple: in order to progress from First Year to Second Year and from Second Year to Third Year a student must successfully complete their two Design Studio semester courses for that year of study. Students who fail a course at SEA will be required to pay a pro-rata rate for that particular course as a percentage formed from the ratio of the course credits to the year credits, and calculated on the year fees during which the course will be retaken.

Due to the predominantly project-based and interpretative nature of the teaching and learning at SEA, all courses are graded as follows:

**CX** - Credit exemption (credit given for a SEA course that has been completed at another institution or through prior learning)

**P** – Pass (adequate level of work and learning, approximating to 60% when a percentage is required)

**F** – Fail (inadequate level of work and learning, approximating to 45% and lower)

**AB** – Absent (did not present for examination, or did not meet minimum course attendance requirements)

**RR** – Revise and Resubmit (inconclusive as to the level of work and learning, more work required)

**HP** – High Pass (more than adequate level of work and learning, approximating as 70% when a percentage is required)

**PD** – Pass with Distinction (an excellent level of work and learning, approximating to 80% when a percentage is required)

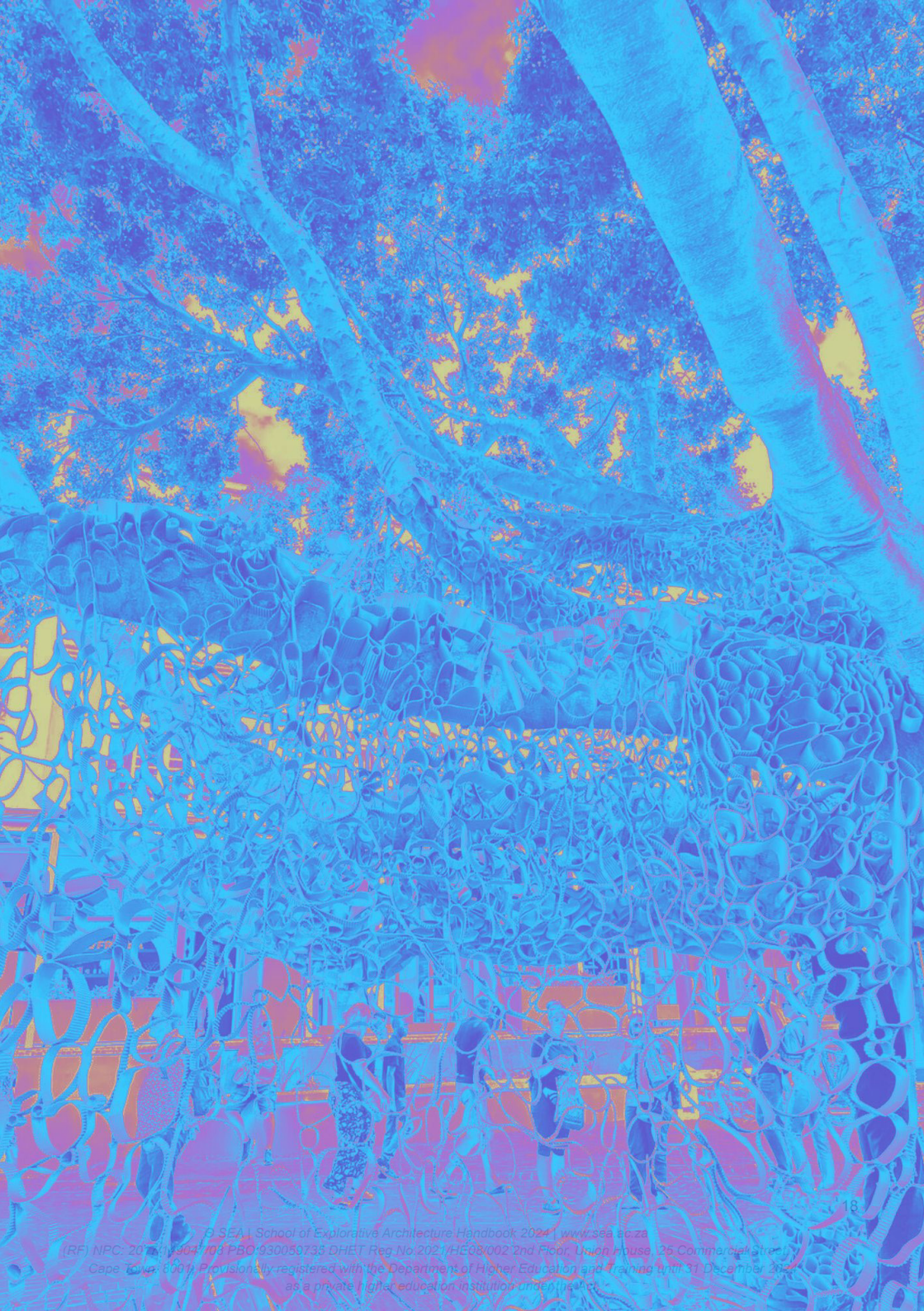
“Revise and Resubmit” projects must be reworked, completed and re-examined before the start of the new academic teaching year in order to not attract new fees (although every such supplementary exam will carry a R1000 supplementary exam fee to cover the additional administrative costs). It is important to note that “Revise and Resubmit” will put the onus on the student to follow recommendations, instructions and guidelines to improve the project that come out of the final exam (either as verbal or written instruction) and that there will be no additional teaching to prepare the student for the supplementary exam.

Students who fail a First Semester design course are eligible to continue with the next semester’s design course, however, they will not be allowed to proceed to the following year’s design studio courses until the preceding year’s design studio courses are passed. Due to the instrumental role that the theory and building studies courses play in the associated design studio, any student who fails a design studio course will not be able to continue with the following year’s theory or building studies course until they have passed the design studio course from the previous year. Where a student fails a theory or building studies course and has passed both design studio courses for the year there may be room to carry this course over to the subsequent academic year of study but SEA Director and Director: Academic have the sole discretion to determine whether this extra course load can be reasonably carried by the student. It is also the discretion of the Director or the Director: Academic to permit the student registers for the course as “Exam Without Attending” (EWA) which means

that the student does not have to redo the course work but only has to pass the examined component(s). There will be no fee deducting for EWA courses.

Students can also graduate with a degree with distinction if the following conditions are met: for the BAS, four of the five design studio courses must have been passed with distinction.

At the end of each year, and in order to be eligible to proceed to the next year or to graduate, the students must engage in a weeklong process of designing, curating and installing an exhibition of their work. This exhibition and the student's individual contribution therein forms the final assessment for the year, namely, the ranking of the top three students in design for that year. Typically any student who has been graded as PD (Pass with Distinction) is eligible for these prize rankings, but in the off chance that the year delivers no distinctions, or less than three distinctions, then this ranking will be open to all students of that year with adjudication of the content and design of the exhibition which will be done by SEA academic staff. Other prizes that are awarded at the exhibition are "The Most Explorative Student" and "The Most Improved Student."



# Policy on Quality Assurance

## Introduction:

The School of Explorative Architecture (SEA) is dedicated to maintaining and enhancing the highest standards of quality across all dimensions of its educational and operational activities. This comprehensive policy outlines the guiding principles, robust processes, and transparent mechanisms that underpin the quality assurance efforts at SEA, ensuring continual improvement, accountability, and the delivery of exceptional academic experiences.

## Quality Assurance Philosophy:

- Quality assurance at SEA is a dynamic, all-encompassing process that encompasses curriculum development, teaching and learning, research, assessment, student support, and institutional governance.
- The central tenet of quality assurance is the continuous enhancement of student learning outcomes and academic excellence, grounded in a holistic and student-centric approach.

## Quality Assurance Framework:

- SEA shall establish a comprehensive and adaptable quality assurance framework comprising policies, procedures, and practices informed by both local and international best practices.
- The framework shall be responsive to emerging educational trends, technological advancements, and evolving industry demands.

## Curriculum Design and Review:

- New program proposals or significant curriculum revisions shall undergo rigorous scrutiny, including alignment with SEA's mission, industry relevance, and learner needs. Periodic curriculum reviews shall ensure currency, coherence, and alignment with program outcomes.

## Teaching and Learning:

- SEA shall facilitate a culture of effective teaching through continuous professional development, faculty training, and peer collaboration.
- Innovative pedagogies, active learning strategies, and technology integration shall be promoted to foster engaging and transformative learning experiences.

## Research and Scholarship:

- A robust research culture shall be nurtured, emphasizing originality, ethical practices, and contributions to the advancement of architectural knowledge.
- Research outputs shall undergo rigorous peer review and ethical evaluation to uphold academic integrity.

**Assessment and Evaluation:**

- Assessment methods shall be comprehensive, varied, and aligned with program outcomes, promoting critical thinking and holistic skill development.
- Thorough internal and external moderation shall ensure the accuracy, consistency, and fairness of assessment practices.

**Student Support and Engagement:**

- SEA shall provide comprehensive academic, personal, and career support services to foster student success and well-being.
- Regular feedback mechanisms, including surveys and focus groups, shall be established to gauge student satisfaction and identify areas for improvement.

**Institutional Governance and Leadership:**

- Effective leadership, transparent decision-making, and shared accountability shall characterise SEA's institutional governance.
- SEA's leaders shall exemplify ethical behaviour, professionalism, and a steadfast commitment to quality.

**Continuous Improvement:**

- Quality assurance is an iterative process that necessitates ongoing self-assessment, benchmarking, and the implementation of targeted improvement initiatives.
- Data-driven insights and feedback shall guide evidence-based decision-making for quality enhancement.

**External Review and Accreditation:**

- SEA shall proactively seek external reviews and participate in accreditation processes to validate its commitment to quality and align with national and international benchmarks.
- External feedback and recommendations shall be systematically incorporated into quality enhancement strategies.

**Quality Assurance Committee:**

- SEA shall establish a dedicated Quality Assurance Committee tasked with overseeing the implementation of quality assurance practices and policies.
- The committee composition shall encompass representatives from academic departments, administration, students, and external experts.

**Communication and Awareness:**

- SEA shall ensure transparent communication of quality assurance policies, procedures, and outcomes to all stakeholders.
- This policy, along with related information, shall be readily accessible on SEA's official website and other relevant communication platforms.



### **Compliance and Regulatory Alignment:**

- Quality assurance practices shall meticulously adhere to all pertinent legal, regulatory, and accreditation requirements in South Africa.
- Regular reviews and updates shall ensure that quality assurance practices remain aligned with evolving regulations.

### **Conclusion:**

This Policy for Quality Assurance at the School of Explorative Architecture (SEA) underscores the institution's unyielding commitment to maintaining, elevating, and disseminating the highest standards of excellence across its academic endeavours. By adhering to these principles and comprehensive procedures, SEA strives to provide an enriching, transformative, and ethically grounded educational experience while contributing to the advancement of architectural scholarship and practice.

## **Recognition of Prior Learning Policy & Credit Accumulation & Transfer**

### **Introduction:**

This policy on Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) aims to provide a comprehensive framework for the recognition and accreditation of prior learning for prospective and current higher education students. This policy is designed to support the principles of lifelong learning and to provide individuals with the opportunity to receive recognition for the knowledge, skills and experience gained through various forms of prior learning.

### **Purpose of the Policy:**

1. Establish a clear and consistent approach to the recognition of prior learning for SEA students.
2. Ensure that the recognition of prior learning is aligned with the objectives of higher education and supports student access, progression, and success.
3. Promote transparency and fairness in the recognition of prior learning, and ensure that it is based on robust and reliable assessment processes.
4. Encourage innovation and flexibility in the recognition of prior learning, while ensuring that standards and quality are maintained.
5. Definition of Recognition of Prior Learning:
6. Recognition of prior learning (RPL) refers to the process of acknowledging and giving credit for learning and/or experience that has been acquired outside of formal education settings. This can include learning gained through work experience, training programs, self-directed study, and other non-formal learning opportunities.

### **Definition of Credit Accumulation and Transfer:**

Credit accumulation and transfer (CAT) refers to the process of acknowledging and giving credit for learning acquired in the formal education settings. This may include previous qualification, previous years of study and or even micro credentials.

### **Policy Principles:**

The following principles will guide the RPL and CAT policy:

1. **Transparency:** The recognition of prior learning will be based on clear, objective, and transparent criteria, processes, and outcomes.
2. **Accessibility:** This policy aims to provide access to higher education for all individuals, regardless of their prior learning experiences, and to support the principles of lifelong learning.
3. **Equity:** The recognition of prior learning will be fair, impartial, and accessible to all students, regardless of their background or prior experiences.
4. **Relevance:** The recognition of prior learning will be relevant to the objectives of higher education and the needs of students, employers, and society.
5. **Validity:** The recognition of prior learning will be based on valid and reliable assessment methods and processes.
6. **Flexibility:** The recognition of prior learning will be flexible and responsive to the needs and circumstances of students and higher education institutions.
7. **Quality Assurance:** The recognition and approval of prior learning is subject to rigorous quality assurance processes, to ensure the validity and reliability of the recognition and approval process.

### **Procedures for Recognition of Prior Learning and Credit Accumulation & Transfer:**

The following procedures will apply to the recognition of prior learning:

- **Application:** Students seeking recognition of prior learning must submit a formal application to SEA, outlining their prior learning experiences and explaining how they meet the criteria for recognition.
- **Assessment:** SEA will assess the student's prior learning using appropriate assessment methods, including portfolio assessment, interviews, demonstrations, and other forms of assessment as required.
- **Decision Making:** SEA will make a decision on the recognition of prior learning based on the results of the assessment and in accordance with its policies and procedures.
- **Feedback:** Students will receive feedback on the outcome of their application for recognition of prior learning, including an explanation of the decision and any areas for improvement.
- **Appeal:** Students who are dissatisfied with the outcome of their application for recognition of prior learning may appeal the decision in accordance with the institution's appeals procedures.

**Implementation:**

- Credit exemption and advanced standing at SEA is considered along the requirements listed below.
- The student registered at SEA must submit an application to have one, many, or all courses in a particular year of study at SEA exempted and credit given for a course studied at another institution provided that the student can motivate through the presentation of a brief like-for-like synopsis of the course content, its duration, credit load and its NQF level as a reasonable substitute for a SEA course. The student is required to append to the credit exemption application a copy of the original course description or course outline. This application carries a R500 administration fee per course applied for and is only charged if credit exemption is granted.
- Note 1: SEA is not under any obligation to grant credit exemption and has the final adjudication on the request.
- Note 2: A maximum of 1/3 of the credits can be granted as Credit Exemption credits.
- Note 3: No more than 10% of any given cohort may be enrolled via recognition of prior learning, and the institution reserves the right to place limits on this admission as and when it feels it is necessary.

## Staff Development Policy

**Introduction:**

The School of Explorative Architecture (SEA) recognizes the crucial role of its staff in providing high-quality education and fostering a dynamic learning environment. This staff development policy outlines SEA's commitment to continuous professional growth, supporting staff members in their career advancement, and enhancing their expertise to meet the evolving needs of the institution and the architecture field.

**Purpose:**

The purpose of this policy is to establish a structured framework for staff development at SEA, promoting a culture of continuous learning, innovation, and excellence among faculty and administrative staff.

**Staff Development Objectives:**

SEA's staff development efforts shall focus on achieving the following objectives:

- **Enhancing Teaching and Instruction:** Support academic staff in refining their teaching methodologies, incorporating innovative instructional strategies, and leveraging educational technologies to optimize student learning experiences.
- **Research and Scholarship:** Encourage and support faculty in engaging in relevant research, scholarly activities, and contributions to the field of architecture, promoting a culture of intellectual curiosity and academic excellence.
- **Professional Growth:** Provide opportunities for staff to develop skills,

competencies, and knowledge related to their specific roles and responsibilities, fostering career advancement and personal growth.

- Leadership Development: Identify and nurture emerging leaders among the staff, offering leadership training and mentoring to strengthen institutional leadership capacities.
- Diversity, Equity, and Inclusion: Equip staff with the necessary knowledge and skills to create an inclusive and culturally responsive learning environment that celebrates diversity and promotes equity among students and colleagues.
- Funding and Resources:
- SEA shall allocate appropriate resources, including financial support, time, and access to relevant learning materials, to facilitate staff development initiatives.
- The institution may explore partnerships with external organizations and industry experts to enhance staff development opportunities.
- Most full-time academic employees of SEA will be expected to be architects registered with SACAP. As such they are required to accumulate 25 credits of CPD points over a five-year cycle.
- While it is expected that the majority of these credits will come from teaching and other SEA activities, the expectation is that teachers will need to attend some CPD points activities outside of SEA activities. With this in mind, SEA makes available a total of R5,000 per annum of funds for CPD activities or other related staff development activities. These funds can be “banked” year on year but must be used in the fifth year in their entirety for CPD or other “staff development activities” as approved by the Director of SEA or the Board. These funds are strictly reserved for such activities and cannot be transferred to other expenditures or used for other activities. On termination of employment any unused funds will revert back to SEA, without the staff member having any claim to the funds in that instance.
- Apart from CPD activities, full-time SEA academic staff or full-time SEA support staff are encouraged to use their annual “staff development” fund to pursue a range of courses from online learning sites such as [www.edx.org](http://www.edx.org) or <https://www.coursera.org/>. Where appropriate, SEA also encourages the learning of the official languages of South Africa. Again, these “staff development” funded activities must be signed-off by the Director or the Board.

### **Staff Development Programmes and Activities:**

SEA shall offer a variety of staff development programmes and activities, including workshops, seminars, conferences, webinars, and online courses.

Customized training and development initiatives may be designed to address specific departmental or individual needs.

### **Individual Development Plans (IDPs):**

Each staff member at SEA shall have the opportunity to create an Individual Development Plan (IDP) in consultation with their supervisors or mentors.

The IDP shall outline the staff member's career goals, areas for professional growth, and a roadmap for achieving those goals through staff development activities.

**Performance Evaluation and Development:**

- Staff development efforts shall be integrated into SEA's performance evaluation process, recognizing and rewarding staff members' commitment to continuous improvement.
- Performance evaluations shall include feedback on staff development progress and areas for further growth.
- Recognition and Incentives:
- SEA shall recognize and celebrate staff members' accomplishments in their professional development journey.
- The institution may offer incentives, such as awards or grants, to staff members who demonstrate exceptional commitment to their development and scholarly activities.

**Mentorship and Coaching:**

- SEA shall foster a culture of mentorship and coaching, pairing experienced staff members with newer colleagues to provide guidance and support in their professional growth.
- External mentorship opportunities may also be explored to expose staff members to diverse perspectives and expertise.
- Research and Conference Support:
- SEA shall provide support for staff members' participation in relevant conferences, workshops, and research activities to foster academic engagement and networking.
- Research grants and travel allowances may be offered to support staff members' scholarly pursuits.

**Evaluation and Continuous Improvement:**

- SEA shall periodically evaluate the effectiveness of its staff development initiatives through feedback surveys and impact assessments.
- The institution shall use the feedback gathered to refine and improve staff development programmes and activities.

**Compliance and Integration:**

- This staff development policy shall align with all relevant South African regulatory requirements and accreditation standards.
- The policy shall be integrated with SEA's broader institutional policies on human resources and professional development.

**Communication:**

- SEA shall communicate this staff development policy to all staff members, ensuring that they are aware of the available opportunities and resources for their professional growth.
- The policy shall be accessible on the institution's website for reference.

**Conclusion**

This Staff Development Policy at the School of Explorative Architecture (SEA) reflects the institution's commitment to supporting its staff in their professional growth and empowering them to be dynamic educators, scholars, and leaders in the field of architecture. By nurturing a culture of continuous learning and innovation, SEA seeks to create a vibrant academic community that excels in delivering high-quality education and driving advancements in the architecture discipline.

## Staff Equity Policy

**Introduction:**

The School of Explorative Architecture (SEA) is dedicated to promoting diversity, inclusivity, and equal opportunities in its workforce. This policy outlines the principles, guidelines, and specific measures that SEA will implement to ensure staff equity, fair representation, and an inclusive work environment for all employees. SEA employee numbers and the projected annual turnover gives SEA exemption from staff equity policy requirements. However, as a non-profit, SEA understands the importance of transformation (notwithstanding its complexity over and above a "numbers game") and its being fundamental to the well-being of the country and the institution itself. As a priority, SEA will look to employ black South African academics wherever possible and with due consideration to necessary skills and attributes. It is hoped that, particularly through the role of part-time "Architect Academic" (teachers at SEA whose primary occupation is ordinarily that of an architect) will be a fruitful area in which the demographic profile of the school's academic staff can be representative of the general demographics of RSA and the Western Cape in particular.

**Commitment to Staff Equity:**

- SEA acknowledges the importance of staff equity in creating a vibrant and diverse academic community.
- The institution is committed to addressing historical imbalances and promoting equal opportunities for all staff members, irrespective of their race, gender, ethnicity, religion, disability, sexual orientation, or other characteristics.

**Equity in Recruitment and Selection:**

- SEA shall implement fair and unbiased recruitment and selection practices to attract a diverse pool of qualified candidates for staff positions.
- The institution shall establish guidelines to ensure that recruitment panels are

diverse and representative of the institution's commitment to equity.

- **Diverse Representation in Leadership:**
- SEA shall actively promote diversity and representation of historically disadvantaged groups in leadership positions, such as department heads, deans, and other administrative roles.
- The institution shall set targets and take proactive steps to ensure a diverse leadership team.

#### **Equity Training and Sensitization:**

- SEA shall provide equity training and sensitization programs for all staff members to create awareness and understanding of issues related to equity, diversity, and inclusivity.
- Training shall be integrated into staff development programs to foster an inclusive and respectful work environment.
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#### **Affirmative Action and Employment Equity:**

- SEA shall develop and implement affirmative action and employment equity plans in accordance with South African labour laws and relevant regulations.
- The institution shall set specific targets and action plans to address the underrepresentation of designated groups in its workforce.
- **Fair Remuneration and Benefits:**
- SEA shall ensure that remuneration and benefits packages are fair and equitable, regardless of an employee's race, gender, or other characteristics.
- The institution shall regularly review compensation practices to identify and address any disparities.

#### **Inclusive Policies and Practices:**

- SEA shall review its policies, procedures, and practices to ensure they are inclusive and free from discriminatory language or bias.
- The institution shall promote a culture of inclusivity, where all staff members feel valued and respected.
- **Career Development and Advancement:**
- SEA shall provide equal opportunities for career development and advancement for all staff members.
- The institution shall support career growth through mentorship, training, and networking opportunities.

#### **Addressing Workplace Discrimination:**

- SEA shall have clear procedures for addressing workplace discrimination or harassment based on race, gender, or any other protected characteristic.
- Staff members shall be encouraged to report any instances of discrimination, and the institution shall promptly investigate and take appropriate action.

**Equity Monitoring and Reporting:**

- SEA shall regularly monitor progress towards achieving staff equity goals and report on the institution's equity initiatives.
- The institution shall be transparent about its efforts and outcomes regarding staff equity.

**Collaboration with Equity Advocates:**

- SEA shall collaborate with relevant equity advocates, organizations, and institutions to advance its staff equity initiatives.
- The institution shall actively participate in industry-wide efforts to promote equity and diversity in higher education.
- Continuous Improvement:
- SEA shall continuously review and update its staff equity policy to reflect changing needs and evolving best practices in promoting equity and inclusivity.
- The institution shall seek feedback from staff members and other stakeholders to improve its equity initiatives.

**Conclusion:**

This Policy for Staff Equity at the School of Explorative Architecture (SEA) in South Africa reflects the institution's commitment to creating an inclusive and diverse work environment. By adhering to these principles and guidelines, SEA aims to foster a supportive and respectful workplace where all staff members can thrive and contribute to the institution's mission of excellence in architectural education.

## Staff Recruitment and Selection Policy

**Introduction:**

The School of Explorative Architecture (SEA) recognizes that the recruitment and selection of staff members is critical to achieving the institution's goals and maintaining a high standard of education. This policy outlines the principles, guidelines, and procedures for staff recruitment and selection at SEA to ensure a fair, transparent, and equitable process that attracts and retains qualified and diverse candidates.

**Constitutional Legislation:**

The recruitment, admission and selection processes must be in line with the stipulations of Chapter 2 of the South African Constitution. It is the policy of SEA not to unfairly discriminate against any applicant or prospective student in terms of the following:

1. Discrimination against an applicant on account of race, gender, ethnic/social origin, colour, sexual orientation, age, disability, religion, marital status, language, beliefs, political affiliation, family responsibility, pregnancy or intended pregnancy are unconstitutional.



2. Discriminatory language should be avoided in recruitment and selection, such as advertising for a “he” or a “she”.
3. The academic requirements must be spelled out to justify prerequisites or qualifications needed for appointment.
4. All staff are required to uphold the Institution’s vision, mission and values. The below procedures are applicable to all academic and other staff members. Equal Employment Opportunity:
5. SEA is committed to providing equal employment opportunities to all individuals, irrespective of race, gender, ethnicity, religion, disability, sexual orientation, or any other characteristic protected by South African labour laws.
6. The institution shall adhere to the principles of fairness, non-discrimination, and inclusivity in all aspects of staff recruitment and selection.
7. Recruitment Planning and Position Authorisation:
8. All staff recruitment shall be based on institutional needs and strategic planning.
9. Before commencing the recruitment process, the authorisation to fill a staff position shall be obtained from the relevant administrative authority.

#### **Job Advertisement:**

- SEA shall advertise staff vacancies through diverse and accessible channels to reach a wide pool of potential candidates.
- Job advertisements shall include clear and accurate job descriptions, qualifications, responsibilities, and information about the application process.

#### **Selection Committee and Panel Composition:**

- A selection committee or panel shall be formed for each staff recruitment process.
- The selection committee shall be diverse and representative, including individuals with relevant expertise and knowledge of the position’s requirements.

#### **Shortlisting and Screening:**

- The selection committee shall review all applications received and shortlist candidates based on the required qualifications and job-related criteria.
- The shortlisting process shall be objective and transparent.
- Interview and Assessment:
- Shortlisted candidates shall be invited for interviews and assessments to evaluate their suitability for the position.
- Applicants will be interviewed by a Selection Committee made up of members of the Board of Directors and the SEA executive in equal proportions.
- The interview process shall be structured, fair, and conducted by trained and impartial panel members.

#### **Reference Checks and Background Verification:**

- SEA shall conduct reference checks for final shortlisted candidates to validate their qualifications, experience, and suitability for the position.

- Background verification procedures shall be in accordance with South African labour laws and institutional policies.

#### **Assessment of Qualifications and Experience:**

- The assessment of candidates' qualifications and experience shall be based on objective and job-related criteria.
- SEA shall adhere to SACAP (South African Council for the Architectural Profession) requirements for positions that require professional registration.

#### **Candidate Feedback:**

- SEA shall provide timely feedback to candidates throughout the recruitment and selection process.
- Candidates who were not selected for the position shall be informed of the outcome and offered constructive feedback if requested.

#### **Employment Offer and Contract:**

- Successful candidates shall receive formal employment offers outlining the terms and conditions of employment.
- Employment contracts shall be consistent with South African labour laws and specify the terms of employment, remuneration, benefits, and other relevant details.

#### **Internal Candidates:**

- SEA shall encourage internal staff members to apply for open positions and provide opportunities for career advancement within the institution.
- The selection process for internal candidates shall follow the same principles of fairness and transparency.

#### **Confidentiality and Data Protection:**

- SEA shall maintain strict confidentiality in handling candidate information and ensure compliance with data protection regulations.
- Candidate information shall be used solely for the purpose of staff recruitment and selection.

#### **Continuous Improvement:**

- SEA shall regularly review and evaluate its staff recruitment and selection policy to identify areas for improvement.
- The institution shall seek feedback from staff and stakeholders to enhance the effectiveness and fairness of the recruitment process.

#### **Conclusion**

This Policy for Staff Recruitment and Selection at the School of Explorative Architecture (SEA) in South Africa reflects the institution's commitment to attracting and appointing qualified and diverse staff members. By adhering to these principles and guidelines, SEA aims to maintain a dynamic and inclusive workforce that

# Student Support Policy & Procedures

## Introduction:

The School of Explorative Architecture (SEA) is dedicated to maintaining and enhancing the highest standards of quality across all dimensions of its educational and operational activities. This comprehensive policy outlines the support policy and procedures to ensure continual improvement, and delivery of an exceptional academic experience.

## Student Academic Life

Higher education years are an important time to discover new ideas, meet challenges, and benefit from a variety of opportunities. Students will learn in a variety of settings - in the classroom, the design studio, through student activities and community service. SEA is committed to enhancing the mission of the School by fostering the growth and development of the whole person, particularly with the vision for an education that keeps delivering many years after the student has graduated. In this process, the staff at SEA are aware that student needs and perspectives need to be attended to and given credence and our response to this is as follows below:

## Student Representative Council (SRC):

Students, via the Student Representative Council (SRC), have a role in the decision making process at SEA. SRC places members on staff committees that govern or make policies for SEA. The SRC is formed by each Academic Year of Study electing one student to represent the class's interests and thence also the interests of the student body as a whole. The students serving on these committees have the responsibility to provide a voice for the student body as a whole and not just their own interests – communication between staff and students is key to a successful institution. SRC members are invited to the relevant annual programme governance meeting, and the President of the SRC annually attends Board meetings as a guest and has the chance to give input to the members of the Board. The SRC elects and appoints from within the SRC its own office bearers such as the President, the Secretary and the Treasurer.

## Counselling

SEA offers academic counselling as part of its day-to-day running of the School and our academic staff are open to setting up meetings to discuss issues related to the teaching and learning process. SEA does not offer personal counselling of any kind and will gladly direct students in distress to a range of professionals who can offer guidance and assistance for personal problems.

## Withdrawal

Students who are thinking about withdrawing from SEA are encouraged to come to the office of the Director to meet about the reasons for the withdrawal and, if necessary, initiate the withdrawal procedure. This office will give the student a

withdrawal form that will require signatures from several different people (course convenors). It is the student's responsibility to initiate and follow through with a withdrawal. If a student fails to properly withdraw from classes or the School, they will receive grades of Fail (F) in their classes and not be eligible for a refund of money. This withdrawal must be done in person except under special circumstances with the approval of the Office of the Director.

### **Change of Status**

Students must inform the School of a change in name, address, phone number within 5 days of this change. Students must make every effort to inform the School that they will not be returning to SEA the following semester or School year timeously.

### **Leave of Absence**

Currently enrolled students may apply for a Leave of Absence from SEA by completing a Leave of Absence form and following the procedures and policies below.

1. Complete the Leave of Absence Request form (downloadable from SEA website).
2. Attach a letter explaining his or her reason(s) for requesting a Leave of Absence.
3. Submit completed Leave of Absence form and attach the letter to the Director.
4. If need be, the Director will make an appointment with the student to discuss the request.
5. Following the receipt of the letter or the meeting, the Director will either approve or deny a Leave of Absence and this will be sent to the student by email within 72 hours.

### **Terms for a Leave of Absence Request:**

The student may request a Leave of Absence for the following reasons:

1. Medical needs (physical or mental/emotional);
  2. Traumatic events
  3. Personal extenuating circumstances.
- Students may not request a Leave of Absence after the third week of class, unless it is for unavoidable medical reasons or traumatic events.
  - A Leave of Absence may be requested for up to two consecutive semesters. Absence from SEA beyond that time frame will be considered as withdrawal from the relevant degree programme.
  - Students approved for Leave of Absence are responsible for cancelling any registration previously submitted for all future terms during the Leave of Absence.
  - A Leave of Absence does not mitigate pending or current judicial sanctions.
  - Those who are on a Leave of Absence are still considered students at SEA, although their privileges, rights and responsibilities are temporarily suspended.
  - Students are not eligible for financial aid or bursary disbursements during the

semesters while on Leave of Absence. A student on an approved Leave of Absence will be reported to lenders and loan service agencies as “non-attending” and will need to contact his or her lenders for information on possible repayment requirements.

- Student enrolment verification for all other entities, such as immigration, will also be reported as “non- attending.”

### **Terms for Students Returning from Leave of Absence**

- Students who wish to return from their Leave of Absence, must contact the Office of the Director, but do not need to reapply for admission.
- A student who leaves for medical reasons must provide documentation that the medical need has either been resolved or a course of treatment has been prescribed and that the student is cleared to return to the School by his or her doctor;
- Before registering for courses, students must be in good standing with their tuition fees;
- If the student does not return by the semester indicated on the Leave of Absence form, the student’s status will be considered as withdrawn from the School and he or she will need to undergo formal readmission to SEA;
- A student may return earlier than the original agreed return date, but the student must provide notice to the Office of the Director as soon as possible, keeping in mind applicable deadlines for advising, applying for financial aid, and registration.

### **Rules, Policies and Procedures**

Behaviour in and out of the class is expected to be marked by honour, respect and integrity. Each person in the School community has the right to be treated with respect and dignity. Behaviours such as (but not limited to) harassment, abusive language, lying, cheating, plagiarising, stealing or engaging in disorderly conduct bring discredit both to the student and the School. Students understand that engaging in or condoning such behaviours is a violation of School policies. In order to develop and sustain a positive community, central principles of that environment must be described. School policies help to describe the campus community we are seeking. They offer a rationale for community guidelines, identify limits of acceptable behaviour and call community members to be accountable to each other. There are three principles which form the framework of the campus policies: Respect for Others, Safety and Security and Community Expectations.

While the policies are generally designed to respond to behaviour on campus, students’ behaviour off campus is also a concern to the School. The School will take action when behaviour has a direct impact on the School environment or the reputation of the School or when the behaviour is of such gravity that the School would be remiss not to do so.

The School has an obligation to the laws of the community of which it is a part.

While activities covered by the laws of the community and those covered by the School's policies may overlap, the community's laws and the School's policies operate independently and do not substitute for each other. The School may pursue enforcement of its own policies whether or not legal proceedings are underway and may use information from third party sources to determine if School policies have been violated. The School will make no attempt to shield members in the School community from the law, nor will it intervene in legal proceedings on behalf of a member of the community. All members of the SEA Community have the obligation to not only respect and adhere to the policies and procedures outlined in this policy, but to also report violations done by others in the campus community. Students are responsible for knowing what is occurring in a room or area in which they were present. It is a violation of campus policy to aid or abet another in violation of School policy or local and state law.

### **Respect for others**

Consistent with the mission and goals of the School, members of the School community are expected to demonstrate respect for others and an appreciation for the worth of every person. Each member of the School community shares a responsibility for maintaining a quality campus environment. Ignoring an action or an activity, which disrupts or violates community guidelines damages that environment and infringes upon the rights of individuals. If a student is present when others violate a specific policy, all students present share responsibility for that policy violated. Policies in this section are designed to create a community in which individuals are treated with respect and in which all share in the responsibility for creating a positive community.

#### *Harassment:*

Verbal or written acts of abuse via any means of communication are regarded as serious violations of human rights and are prohibited.

Intimidation: Communicating a threat to another person via any means of communication is regarded as serious violation of human rights and is prohibited.

#### *Physical Violence:*

Acts of physical violence or participating in a physical encounter that a reasonable person would consider fighting or physically abusing another is prohibited.

#### *Expression of Hate and Discrimination:*

Gestures, words or other actions of a physical or mental nature against another person based on race, gender, age, disabilities, sexual orientation or religious preference are regarded as a serious violation of human rights and are prohibited. Similarly, and following the National HIV/AIDS Policy (National Education Policy Act 1996), it is an offence for any HIV+ person at SEA to be victimised or suffer abuse or discrimination because of their status.

### *Sexual Misconduct:*

The School is a community of trust whose existence depends on strict adherence to standards of conduct set by its members. Sexual misconduct is a serious violation of these standards and will not be tolerated. The School encourages all members of the School community to be aware of both the consequences of sexual misconduct and the options available to victims. The School urges victims to seek assistance using any appropriate resources. A student or employee charged with sexual misconduct can be disciplined under the School's conduct code and may be prosecuted under South African criminal law. Even if the criminal justice authorities choose not to prosecute, the School can pursue disciplinary action. This disciplinary action could result in dismissal from the School.

Sexual misconduct is defined as sexual contact without consent and includes, but not limited to:

- Intentional touching: either of the victim or when the victim is forced to touch, directly or through clothing, another person's genitals, breasts, thighs or buttocks.

### *Sexual Assault:*

Sexual Harassment: unwanted verbal or written acts of a sexual nature via any means of communication are regarded as a serious violation of human rights.

Lack of consent includes but is not limited to the acts; committed by force, intimidation or through use of the victim's mental incapacity or physical helplessness (i.e. being intoxicated). SEA is committed to providing a safe and healthy environment for its students. As such all employees are responsible to report any seen, heard or suspected sexual misconduct against a student to the Director within 24 hours of knowledge of the suspected act.

*Disruptive Behaviour:* Students or guests shall not engage in conduct or create a condition which represents a risk of physical harm to self or others, or results in property damage, or is offensive or cause annoyance or alarm to others.

*Visiting guests:* Members of the SEA community who bring guests to campus assume responsibility and will be held accountable for the behaviour of those persons and are expected to make them aware of School policies. Hosts of guest(s) who violate School policies will responsible for their violation and will receive the appropriate sanction.. All guests are expected to abide by SEA policies at all times. Students are held directly responsible for conduct occurring on campus and for their visitors' behaviour. Guests who are not SEA students must be escorted at all times.

*Compliance with School Officials (Failure to Comply):* Students must comply with verbal or written instructions of School officials acting in the performance of their duties. This includes, but is not limited to directors, academic and support staff and security officers. Compliance also includes being respectful, truthful and honest.

Students who respond to staff in a disrespectful or dishonest manner will receive an additional sanction.

### **Safety and Security**

A primary responsibility of all members of the School community is to act in ways which enhance the safety and security of the campus and of others in the environment. Policies in this section are designed to ensure the safety and security of campus and community members.

#### **Fire Associated Guidelines**

- Open flames: such as, but not limited to, candles, incense, etc. constitute potential fire hazards and are prohibited.
- Disregarding or refusing to obey fire alarms and procedures is a violation of School policy.
- Tampering with fire and safety equipment is a violation of both state law and School policy.
- Being on or using exterior fire exit areas, including steps and/or building roofs, in times other than fire alarms, is prohibited.
- Knowingly initiating a false report or fire alarm is a violation of School policy.

#### **Firearms/Weapons**

- The possession of any type of firearms weapons, or ammunition is prohibited. This includes, but is not limited to, guns of any type (including pellet guns and BB guns), knives other than “craft knives” (such as throwing knives and switchblades) and/or martial arts weapons.
- Fireworks/Explosives
- The use or possession of any explosive device (fireworks, firecrackers, smoke bombs, etc.) is prohibited.

#### **Theft**

Unauthorized taking of individual or School property (including furniture and books) is not permitted.

#### **Property Damage/Vandalism**

Wilfully defacing, damaging or destroying School or personal property is prohibited. This includes writing in or defacing library books, and writing on or defacing furniture, floors and walls. Throwing or dropping items of any type out of windows is prohibited.

#### **Community Expectations**

In addition to respect for others and safety and security issues, SEA also endorses policies which uphold positive standards of behaviour and contribute to the effective management of the School. The policies in this section describe appropriate behaviour and responsibilities of community members.



## **Alcohol**

The consumption of alcohol during class hours is prohibited as is the consumption of alcohol to the point of inebriation. This includes School or class sponsored activities located off campus.

The consumption of alcoholic beverages is only permitted:

- On campus as part of specific SEA supported social events
- By a student's guest on campus – however, students are responsible for informing guests of School policies and are responsible for their conduct
- The consumption of alcohol by a minor is prohibited in any area of the campus.

Being drunk and disorderly on-campus is not permitted. Any SEA official (Director, Staff, Security, etc.) has the right to instruct any drunk person at a SEA supported social event to stop consuming alcohol and/or to leave the premises should their behaviour puts themselves, and/or SEA and its members in danger or in a bad light. Violation of alcohol policy will result in disciplinary action in accordance with the student conduct code.

## **Drugs**

The possession, sale or use of any narcotic, hallucinogen or other drug or drug paraphernalia, except as permitted by RSA law, is prohibited. This includes “designer drugs”. Note: in most cases that involve illegal drugs, the police will be called in to investigate and confiscate any illegal drugs or paraphernalia. SEA will take action necessary to prevent or halt these activities on campus. The School cannot and will not prevent prosecution of individuals found to be in violation of the law, and in most cases the School will contact the South African Police Service when drugs are suspected on campus. Parents may be notified by the Office of the Director of any violation of this policy. Violations will result in School disciplinary action, in accordance with the student conduct code.

## **Tobacco**

The use of smoking and smokeless tobacco is not allowed in any campus building and within ten metres of any campus building entrance. Recurring violation after written warning constitutes an offence.

## **Medical/Health and Safety Issues**

The School reserves the right to remove a student from the campus if it is determined that the student is at risk to self or others. This can be a temporary removal, a suspension or expulsion. Sanctions can run the range from a warning to expulsion from SEA, based on the nature of the violation and the student's past experiences on-campus. The following is a brief definition of each type of sanction.

- Warning (W) - can be formal or informal and written or verbal - that certain behaviour or activities constitute a violation of the School polices and that

continuation of the behaviour will result in a more serious sanction. All warnings will be documented on an incident report and in a formal letter to the charged student.

- Reprimand (R) - a written sanction, the result of a more serious violation or repeat violation (usually combined with community restitution). This sanction implies that additional violations will result in Disciplinary Probation or a more serious sanction being assigned.
- Disciplinary Probation (DP) - this is the most serious conduct standing that the School applies in response to behaviour, short of separation from the School. In addition to possible community restitution and fines, disciplinary probation may carry additional restriction during the probationary period, i.e. loss of leadership position, participation in extracurricular activities, etc. A student violating the terms of disciplinary probation, or involvement in subsequent policy violations during this period may be suspended from the School.
- Suspension(S) - separation of the student from the School. This includes immediate removal from classes and participation or attendance of School activities or events for a specific period of time. Suspension is usually the result of an accumulation of policy violations or a single violation, which creates a notable threat to self, the School or another student(s). The Director may invoke interim suspension, pending an official hearing, if the act is so egregious that the well-being of the campus community is affected. An interim suspension would require the student(s) to leave campus immediately until the outcome of a hearing occurs. The decision to suspend is made at a formal hearing in which the Director presides.
- Expulsion(E) - the permanent and immediate separation of the student from the School due to significant and/or criminal acts against individuals or the School, or due to activities outside the School, which could pose a threat to individuals, or the School. The decision to expel is made at a formal hearing in which the Director presides.
- Community Restitution (CR) - involves the assignment of specific tasks or hours of work/service in various capacities across campus and with prior approval in the Cape Town community. Failure to complete community service will usually result in the CR being converted to disciplinary probation.

## Library

The SEA library has over 3,000 architectural books and journals that are made up from the personal libraries of the founders of SEA. It should be clear to students that they are to respect and cherish these books as if they were their own. Any student who borrows a book must make a quick assessment as to its condition and alert SEA staff if there is any evidence of the book being written in or defaced. Books that are returned with writing in them or evidence of damage will have to be replaced at the expense of the student (unless a compelling motivation on the part of the student can be made as to why this should not be so). SEA's library loans books for a week at a time and fines of R10 per day start accruing the day after the book is due.

## **Computers, digital equipment and set books**

All students at SEA are required to have a laptop computer in good working order, of a certain minimum specification (as defined and updated each year through our website), and with relevant free software applications Revit, 3D Max, AutoCAD, EaglePCB, Smoke Video Editing, Grasshopper, Dynamo) loaded on the machine as well as the latest version of student priced software (Rhino3D and Adobe Creative Suites) to the approximate cost to the student of about R6,000 (fluctuates with currency exchange rates). The laptop and its contents is the sole responsibility of the student and the loss of work due to damage or theft will not constitute a valid reason for non-performance in coursework or exams at SEA. SEA does provide, for a fee at roughly 1/2 the cost of commercial rates, the following equipment for use in the production of drawings, models and other work: one A1 colour plotter, one laser cutter, one 3D printer and one A1 size Large Format Display screens. There is also a colour printer/photocopier for student use. As at most schools of architecture in the world, there are no set-books for the courses at SEA. However, students should note that the work produced in the design studio relies on large format printing, model making and other material that can run at the expense of roughly R2,500 per semester and that students should set aside R5,000 budget for each year of study in this regard.

## **Financial Aid**

In its first year of operation SEA cannot offer financial aid to any applicant, however, we are working hard at securing bursaries from practicing architects. The granting of Section 18.A status from the South African Revenue Service means that we can attract funding from donors, particularly with the ambition of supporting students in need through bursary schemes. It is our intention to make financial aid and bursary schemes a key aspect of SEA in the near future or as soon as they become available.

## **Conclusion**

This Policy for Student Support at the School of Explorative Architecture (SEA) underscores the institution's unyielding commitment to maintaining, elevating, and disseminating the highest standards of excellence across its academic endeavours. By adhering to these principles and comprehensive procedures, SEA strives to provide an enriching, transformative, and ethically grounded educational experience while contributing to the advancement of architectural scholarship and practice.

## **Learning & Teaching Policy**

The teacher must find the correct balance between transferring key knowledge and learning and acting as a facilitator of the learning process of individual students.

## **Introduction:**

The School of Explorative Architecture (SEA) is dedicated to providing a high-quality and innovative learning environment that fosters creativity, critical thinking, and excellence in architectural education. This policy outlines the principles, guidelines,

and specific measures to ensure effective learning and teaching practices at SEA.

**Context:**

Teaching and Learning at SEA must align with the vision, mission and values of SEA. Within this context, teaching is a means for learning and not an end in itself. The primary aim of teaching and learning at SEA is to instil an ethos and pedagogy of creativity and exploration coupled with critical reflection.

SEA follows a student-centred teaching and learning approach that aims to build knowledge of individuals' own background and experience and values the diverse backgrounds of the student cohort. This approach sees the student not as an empty vessel but an individual with unique qualities and characteristics to be engaged with and their potential maximised. This approach is balanced by a clear requirement to demonstrate that students have acquired core minimum competencies as defined through the South African Council for the Architectural Profession and produce graduates who can fulfil a role as a professional in architectural production. The teacher has the freedom to adjust teaching and learning approaches based on the feedback from the student cohort. At the same time, it must be acknowledged that student feedback must be handled circumspectly and in relation to the overall vision, mission and values of SEA and input from other stakeholders. Notwithstanding the above, the student has the sole responsibility to engage with and account for their own learning process and outcome by applying themselves fully to the teaching and learning process.

The general outcomes of a graduate from SEA should be a well-rounded individual with a general understanding and interest in the world, society and culture; the capacity for life-long learning; and the ability to work effectively and play a leadership role in a world that is increasingly volatile, uncertain, complex and ambiguous.

**Teaching and Learning Philosophy:**

- SEA's teaching and learning philosophy shall be learner-centred, focusing on the holistic development of students' intellectual, creative, and practical skills.
- The institution shall promote active learning, inquiry-based approaches, and collaborative learning experiences.

**Curriculum Design and Development:**

- SEA shall maintain a dynamic and relevant curriculum that aligns with the latest developments in the field of architecture.
- The curriculum shall be periodically reviewed and updated to ensure its continued relevance and effectiveness.

**Qualified and Engaged Faculty:**

- SEA shall appoint qualified and experienced faculty members who are passionate about teaching and research in the field of architecture.

- The institution shall provide opportunities and support for faculty development to enhance their teaching skills and expertise.

### **Learning Resources and Facilities:**

- SEA shall provide access to a wide range of learning resources, including physical and digital libraries, architectural studios, laboratories, and computer facilities.
- The institution shall ensure that learning spaces are conducive to creative and collaborative work.

### **Technology-Enhanced Learning:**

- SEA shall integrate educational technologies to enhance learning experiences and facilitate online learning opportunities.
- The institution shall provide training and support to faculty and students in using educational technologies effectively.

### **Assessment and Feedback:**

- Assessment practices at SEA shall be fair, transparent, and aligned with learning outcomes.
- The institution shall provide timely and constructive feedback to students to support their learning and development.

### **Research-Informed Teaching:**

- SEA shall encourage faculty members to incorporate their research and scholarly work into their teaching practices.
- Research-informed teaching shall foster a culture of inquiry and innovation among students.

### **Student Support Services:**

- SEA shall offer comprehensive student support services, including academic advising, career counselling, and personal support.
- The institution shall create a supportive and inclusive learning environment that addresses students' diverse needs.

### **Student Engagement and Participation:**

- SEA shall promote active student engagement through participation in extracurricular activities, student organizations, and research projects.
- The institution shall encourage students to provide feedback on their learning experiences and actively contribute to the development of the academic community.

### **Inclusivity and Diversity:**

SEA shall promote an inclusive learning environment that respects and celebrates diversity in all its forms.

# Health, Wellness and Safety Policy – Staff and Students

## **Introduction:**

The School of Explorative Architecture (SEA) values its staff and students as crucial stakeholders in achieving the institution's mission of providing high-quality architectural education. This policy outlines the principles, guidelines, and specific conditions for the Health, Wellness and Safety of staff and students at SEA. The Management of SEA will provide information, instruction, training and supervision as far as is reasonably practical and as may be necessary, to ensure the health, wellness and safety of all employees and students at their place of work and study.

## **Responsibility:**

The Management of SEA will provide information, instruction, training and supervision as far as is reasonably practical and as may be necessary, to ensure the health, wellness and safety of all employees and students at their place of work and study. The Director of SEA is, in terms of the provisions contained in the Occupational Health and Safety Act, (Act 85 of 1993) responsible for the occupational health and safety of the SEA community and visitors. This responsibility may, however, in terms of Section 16, Subsection 2 of the Act, be assigned to subordinates in writing.

## **Work-Life Balance and Well-being:**

- a. SEA shall promote a healthy work-life balance for staff members, encouraging practices that prioritize their physical and mental well-being.
- b. The institution may offer well-being programmes and support services to enhance staff members' overall health and productivity.

## **Procedures to be followed for Health, Wellness and Safety of staff and students:**

- a. The Health and Safety committee is to ensure that each employee/student is made aware of the possible hazards of his/her work and of the precautionary steps that are needed to avoid accidents and injuries.
- b. Health and Safety signs and rules will be available and displayed if possible and will be amended as required.
- c. Workspaces must be kept neat and tidy wherever possible to minimise the potential for accidents or injury.
- d. Apart from regular household cleaning chemicals, the storage of highly flammable poisonous or toxic substances shall not be permitted on SEA premises.
- e. All accidents and dangerous incidents should be reported to the Director of SEA within 24 hours. The Director will upon receipt contact the Workmens Compensation Commissioner as per the legal procedure and report the injury.

f. On no account should an injured person be sent home without the responsible person being consulted. If necessary, medical assistance should be called for before an injured staff member or student is sent home. Emergency contact telephone numbers for all students and staff are kept on file in case these are required to be informed.

g. SEA offers academic counselling as part of its day-to-day running of the School and our academic staff are open to setting up meetings to discuss issues related to the teaching and learning process.

h. SEA does not offer personal counselling of any kind but will gladly direct students in distress to the SADAG helpline, doctors and hospitals in the Western Cape who can offer guidance and assistance for personal problems.

## **Conclusion**

SEA shall prioritize the safety and well-being of its staff by implementing measures to comply with occupational health and safety regulations. The institution shall provide a safe and conducive working environment for all staff members

## **Policy on Fees & terms of payment**

All applicants are expected to pay R110 000 per annum (with annual inflation-aligned increases) either for the full amount on invoice or to make a tax deductible R25 000 donation to our bursary fund and a tuition fee payment of R85 000 on invoice. They are advised of the following payment options:

R25 000 payable before 31 December 2023 either as a non-refundable deposit on invoice, or as a specified “Bursary Fund” donation (for which a section 18a certificate will be issued). Thereafter these two options apply:

The balance of R85 000 is then payable before 01 February 2024

The balance is then payable on the 01 day of each month, March to July, in R19 000 amounts (i.e. over 5 months) which is equal to R95 000 (R10 000 more than if paid upfront).

Parents/guardians with a combined annual income between R380 000 – R650 000 can apply to pay a reduced fee of R85 000 (i.e., no deposit or donation of R25 000) which is either payable in full before 01 February 2024 or payable on the 01 day of each month January to December R7917 (i.e. over 12 months) which is equal to R95 000 (R10 000 more than if paid upfront). Parents/guardians with a combined income less than R380 000 can apply for an academic fee bursary to SEA. Students from designated groups who perform well in the early stages of the year might be put forward by SEA to be funded with a monthly stipend by one of our supporting architectural practices.

Options B and C above are granted at the sole discretion of the Directors of SEA. These must be applied for and might be granted only after perusal of necessary financial documentation. Any other arrangement for payment of fees must be discussed and authorized by the Director of the School of Explorative Architecture – Dr N Coetzer – it must be noted that any payment plan for fees will incur an increased payment amount of R10 000.

If a student decides to leave the programme before completing the year of study, a refund of the fees paid will be made as per the below:

- 
- If withdrawal is before 5 March – 90% of the fees paid will be refunded.
- If withdrawal is before 28 March – 60% of the fees paid will be refunded.
- If withdrawal is before 15 April – 30% of the fees paid will be refunded.
- If the withdrawal is after the 15 April no refund of fees will take place and the student will be liable for outstanding fees owing if any.

## Assessment, Examination and Progression

### Introduction:

The School of Explorative Architecture (SEA) is dedicated to maintaining rigorous, fair, and transparent assessment and examination processes that uphold academic standards and promote meaningful learning outcomes. This policy outlines the principles, guidelines, and procedures for conducting assessments and examinations at SEA.

### Assessment Philosophy:

- Assessments at SEA aim to evaluate students' understanding, critical thinking, problem-solving skills, and creativity in relation to the learning outcomes of respective courses.
- Assessments shall be designed to encourage holistic learning experiences, fostering both individual growth and collaboration.

### Types of Assessment:

- Formative Assessment: Ongoing assessments throughout a course that provide feedback and guide learning progress.
- Summative Assessment: Evaluations conducted at the end of a course to measure students' overall understanding and mastery of learning outcomes.

### Assessment Design:

- Clear Objectives: Assessments shall align with clear and measurable learning outcomes, reflecting the depth and breadth of the curriculum.
- Diverse Methods: A variety of assessment methods shall be used, including



written examinations, practical assignments, design projects, presentations, and critiques.

- Rubrics and Criteria: Clear assessment criteria and rubrics shall be provided to students, outlining expectations and standards.

### **Examinations:**

- Integrity: Examinations shall be conducted with integrity and adherence to SEA's code of conduct to prevent cheating, plagiarism, or any unethical behaviour.
- Secure Environment: Examinations shall be held in secure and proctored environments, utilizing technology or invigilators as needed.
- Alternative Assessment: Where applicable, alternative assessment methods such as take-home exams or open-book assessments may be considered.

### **Assessment Feedback:**

- Timely Feedback: Constructive feedback on assessments shall be provided promptly to help students understand their strengths and areas for improvement.
- Individual Consultations: Students shall have the opportunity to discuss their assessments with instructors, promoting a deeper understanding of the material.

### **Assessment Procedures:**

- All course and project outlines must have a section explaining what outcome is expected and how the different assessment tasks and levels relate to that outcome. They must also clearly indicate the assessment date for the course and if this date must be revised during the semester the new date for examination must be published as soon as possible.
- No student can submit for examination or present their work for examination if they have not complied with the 80% attendance requirement for the courses at SEA. Students will be notified at least three quarters of the way through the course that they have, or are in jeopardy of having, missed the required attendance level and that they are required to meet with the course convenor to suggest remedial action.
- Formative assessment marks are presented as a marking rubric and as three band categories namely, "inadequate", "adequate," and "good". In the Design Studio courses, formative assessments are indicator marks only and are returned to the student so that they can calibrate their probable performance at the end of the Semester or end of the year final summative oral presentation of the design project and its models and drawings.

All summative assessment at SEA is limited to:

CX - Credit exemption: (credit given for a SEA course that has been completed at another institution or through prior learning)

PD – Pass with Distinction: greater than or equal to 75%

HP – High Pass: greater than or equal to 70% but less than 75%

P – Pass: greater than or equal to 60% but less than 70%

LP – Low Pass: greater than or equal to 50% but less than 60%

RR – Revise Resubmit: between 45% and 50% (extended time given to achieve pass)

F – Fail: less than 50%

Design Studio courses at SEA are examined as an oral presentation of a design project and its associated models and drawings and is done through a jury of at least three examiners, one of which must be an external examiner. The outcomes of the exam is by consensus, and where there is a split jury, the Director of SEA will have the casting vote as to the final outcome. Apart from the Design Studio exams, there are no formal exam events for other courses at SEA. Theory and Building Studies courses are examined by the course convenor by means of the submission of an essay or a report at a prescribed and published date and time. An external examiner is engaged with as a moderator and must assess the marking and assessment level and fairness by reviewing a representative sample made from their own selection of students' essays or projects. All essays and report submitted for examination must carry with it a signed "plagiarism declaration" stating that the work submitted is solely that of the student unless noted through conventional referencing systems.

The rules of progression at SEA are simple: in order to progress from First Year to Second Year and from Second Year to Third Year a student must successfully complete their two Design Studio semester courses for that year of study. Students who fail a First Semester design course are nevertheless eligible to continue with the next semester's design course, however, they will not be allowed to proceed to the following year's design studio courses until the preceding year's design studio courses are passed. Due to the instrumental role that the theory and building studies courses play in the associated design studio, any student who fails a design studio course will not be able to continue with the following year's theory or building studies course until they have passed the design studio course from the previous year. Where a student fails a theory or building studies course and has passed both design studio courses for the year there may be room to carry this course over to the subsequent academic year of study but Director and Director: Academic have the sole discretion to determine whether this extra course load can be reasonably carried by the student. It is also the discretion of the Director or the Director: Academic to permit the student to register for the course as "Exam Without Attending" (EWA) which means that the student does not have to redo the course work but only has to pass the examined component(s).

Students who are assessed as RR (Revise and Resubmit) are effectively given a supplementary exam (which carries an additional fee). It is important to note that students in this position are given no extra teaching and learning support in preparation thereof. All RR assessments carry with them a single page description of the shortcomings of the project and a suggested course of remedial action.

The supplementary exam is typically assessed two weeks before the start of the Second Semester for a First Semester course, or between mid-January and the beginning of February for year-long or Second Semester courses.

In exceptional circumstances, courses at SEA can achieve a PD (Pass with Distinction). Students who receive PD results for four out of the five Design Courses in the BAS or the two design courses in the BAS(Hons) and MArch (Prof) will pass their degree with distinction.

At the end of each year, the students must engage in a week-long process of designing, curating and installing an exhibition of their work. This exhibition and the student's individual contribution therein forms the final assessment for the year, namely, the ranking of the top three students in design for that year. Typically, any student who has been graded as PD (Pass with Distinction) is eligible for these prize rankings, but in the off chance that the year delivers no distinctions, or less than three distinctions, then this ranking will be open to all students of that year with adjudication of the content and design of the exhibition which will be done by SEA academic staff. Other prizes that are awarded at the exhibition are "The Most Explorative Student" and "The Most Improved Student."

Due to the oral examination process of the design studio courses, and the quality control provided by external examiners in general, there is no possibility to request a "re-mark"- all grades are final as published. Students can complain by writing to the Director of SEA (or to the Chairperson of the Board of Directors should the Director of SEA be the course convenor of the course in question) and outlining where they believe their project or work has been under-assessed. The course convenor is required to respond to the grievance in writing to the Director and is required to have the external examiner sign-off on this reply to the Director. The student cannot be privy to this reply as its sole purpose will be to advance the teaching and learning process at SEA and to maintain levels of accountability and transparency with regard to accrediting and validation bodies.

### **Assessment Quality Control:**

- The summative assessment of design studio projects must have, apart from the course convenor and an external examiner, at least one other SEA academic as part of the jury panel.
- All course convenors must present a brief report on their courses including examination processes and outcomes at the annual programme governance meeting.

- Each course convenor must be present at the end of each semester to present the outcomes of their course assessments as well as the external examiner's reports and to constitute an Exam Committee that ratifies the grades.
- SEA students will access their marks individually through their password protected login. Before they are released to the student, these results are held on a secure server and are printed as a comprehensive mark schedule for the Exam Committee meeting so that the course convenor can ratify them against their own records.

### **Moderation and Quality Assurance:**

- Internal Moderation: Assessments shall undergo internal moderation to ensure consistency, fairness, and alignment with standards.
- External Moderation: External experts may be engaged to review assessment practices periodically for quality assurance.

### **Special Consideration and Accommodations:**

- Special Circumstances: Students facing exceptional circumstances shall have the opportunity to request special consideration or accommodations for assessments.
- Equitable Access: SEA shall ensure that assessments are accessible to all students, including those with disabilities, in accordance with relevant regulations.

### **Assessment Records and Appeals:**

- Record Keeping: Accurate records of assessment results, feedback, and any appeals shall be maintained securely and confidentially.
- Appeals Process: A transparent appeals process shall be established for students dissatisfied with assessment outcomes, allowing for a fair review.

### **Continuous Improvement:**

- Feedback Loop: Feedback from students, Academic staff, and external assessors shall be used to continuously improve assessment methods and practices.
- Assessment Review: Regular reviews of assessment processes shall be conducted to ensure alignment with best practices and changing educational needs.
- 

### **Communication and Awareness:**

- Assessment Information: Clear information about assessment methods, expectations, and deadlines shall be communicated to students at the beginning of each course.
- Policy Accessibility: This policy on assessment and examinations shall be accessible to all stakeholders through SEA's official communication channels.

### **Compliance and Regulatory Alignment:**

- Regulatory Compliance: Assessment and examination practices shall adhere to relevant legal, regulatory, and accreditation requirements in South Africa.

- **Regular Updates:** The policy shall be periodically reviewed and updated to align with any changes in external regulations or guidelines.

**Conclusion:**

This Policy for Assessment and Examinations at the School of Explorative Architecture (SEA) reflects the institution’s commitment to fostering a robust, fair, and effective assessment environment that supports student learning and academic excellence. By adhering to these principles and guidelines, SEA aims to ensure the credibility, integrity, and quality of its assessment and examination processes.

# Policy for the certification of qualifications & records of academic achievement

## Introduction:

The School of Explorative Architecture (SEA) is dedicated to maintaining accurate and reliable records of students' academic achievements and providing certification of qualifications that reflect the integrity and standards of the institution. This policy outlines the principles, guidelines, and procedures for the certification of qualifications and the issuance of records of academic achievements at SEA.

## Definitions:

- **Certification of Qualifications:** The official process by which SEA verifies and confirms the successful completion of a programme of study and grants the appropriate academic degree or qualification.
- **Records of Academic Achievements:** Official documents that provide a comprehensive record of a student's academic progress, including courses completed, grades earned, and other relevant information.

## Principles:

- **Accuracy and Integrity:** Certification and records shall accurately reflect the student's academic achievements and comply with academic standards and regulations.
- **Transparency:** The certification process and criteria shall be transparent, clearly communicated, and accessible to all relevant stakeholders.
- **Confidentiality and Data Protection:** Student records shall be protected and handled in accordance with data protection regulations.

## Certification Process:

- **Application for Certification:** Students who have successfully completed all programme requirements shall apply for certification within a specified timeframe.
- **Verification of Requirements:** The academic department shall verify that the student has met all programme requirements, including coursework, assessments, and any other stipulated criteria.
- **Approval and Issuance:** Upon verification, SEA's authorized personnel shall approve the certification and issue the appropriate certification document.
- An electronic record of each student is kept in an "Academic Transcripts" drive on the School of Explorative Architecture's google account.
- These records can only be accessed by the School Manager and two Directors of the School of Explorative Architecture.
- A login and password is required in order to access this information – the login and password is unique to each member of the access team. In addition, each member uses 2FA (Two Factor Authentication) for additional security.
- No alterations (whether digital or on hard-copies) can be made to any student record subsequent to the annual exam meeting.

- Before certification, each student's digital record must be checked by the Programme Convenor against the certified hard-copies that are recorded from the annual Examiners Meeting.
- Each student is given a signed and embossed academic transcript at the end of each year of their degree and a signed and embossed certificate on graduation.
- Should they require a further copy this will be done only directly to them at a fee determined by the School of Explorative Architecture.
- All unclaimed certificates will be kept indefinitely in a safe and secure place until collected or until arrangements are made by the relevant student to have these collected by a recognised courier company.
- Each graduating student's name must be recorded on the SEA website as a single official list signed by either the Programme Convenor or the Director of SEA, and this must be done before the start of the next academic year.
- Only the Programme Convenor or the Director of SEA can issue a letter confirming that a qualification has been obtained.
- A qualification cannot be awarded to any student with outstanding tuition fees or to a student who has been suspended or has a pending disciplinary hearing.

### **Contents of Certification:**

1. Degree or Qualification: The type of degree, diploma, certificate or qualification attained by the student.
2. Field of Study: The specific programme of study or major pursued by the student.
3. Date of Completion: The date when all programme requirements were successfully fulfilled.
4. Institutional Seal and Signature: SEA's official seal and the authorized signature shall authenticate the certification.

### **Security measures:**

Ensuring the security and authenticity of higher education qualification certificates is crucial to maintaining the integrity and reputation of educational institutions. Here are some security measures that can be implemented to safeguard these important documents:

**Document Design:** Use high-quality paper or cardstock that is resistant to tampering, tearing, or alteration. Incorporate security features such as watermarking, holographic foils, or embedded security threads into the paper.

**Printing Techniques:** Utilize secure printing methods, such as offset or intaglio printing, that are difficult to replicate using standard office equipment.

**Implement microprinting or guilloche patterns** to add complexity to the design.

**Embossing and Debossing:** Apply embossed or debossed seals, logos, or text to create a tactile and visually distinct element that is difficult to reproduce.

**Holograms and Foils:** Use holographic foils or patches with unique designs that change appearance when viewed from different angles.

Incorporate holographic images of institutional logos, symbols, or patterns.

**Security Inks:** Use specialty inks that are difficult to replicate, such as colour-shifting or thermochromic inks that change colour with temperature variations.

**Tamper-Evident Features:** Include features like tamper-evident seals, which show visible signs of alteration if someone attempts to tamper with the certificate.

**Sequential Numbering:** Assign unique serial numbers to each certificate for easy tracking and verification.

**Personalization:** Print the recipient's name, program of study, date of graduation, and other relevant details on the certificate using variable data printing.

**Secure Signatures:** Include original hand-signed signatures of authorized officials, such as the institution's president or registrar.

**Authentication Database:** Maintain a secure, digital database of certificate details and issuance records for quick verification.

**Awareness and Training:** Educate recipients, employers, and relevant stakeholders about the security features of the certificates and how to verify their authenticity.

**Regular Review and Enhancement:** Periodically review and update security measures to stay ahead of evolving counterfeit techniques.

**Collaboration with Credential Verification Services:** Partner with third-party credential verification services that specialize in authenticating academic documents.

## **Records of Academic Achievements:**

- **Contents of Records:** Records shall include comprehensive information about the student's academic journey, including courses taken, grades received, and any honours or distinctions earned.
- **Transcripts:** Transcripts shall provide a detailed account of the student's coursework, credit hours, and grades.
- **Supplements:** Supplementary documents will be provided to enhance the value of the qualification by offering additional context and information.

## **Issuance and Distribution:**

**Timely Issuance:** Certifications and records shall be issued in a timely manner, ensuring that students can access these documents when needed.



Official Format: Certifications and records shall be provided in an official, secure format that prevents tampering or forgery.

**Replacement and Verification:**

- Replacement of Documents: Procedures for requesting replacement certifications or records shall be established, including requirements and fees.
- Verification Services: SEA shall offer verification services to institutions, employers, or other parties to authenticate the accuracy of certifications and records.
- 

**Retention and Archiving:**

- a. Record Retention: SEA shall maintain accurate and secure records of students’ academic achievements in accordance with regulatory requirements.
- b. Archiving: A systematic archiving process shall be established to ensure the long-term accessibility and preservation of certification records.
- c. The school stores digital records on Google Workspace which adheres to the requirements set by the POPI act (<https://cloud.google.com/security/compliance/south-africa-popi>).
- d. The school has signed the Cloud Data Processing Addendum (<https://cloud.google.com/terms/data-processing-addendum>).

**Communication and Awareness:**

- Information Accessibility: Procedures for certification and records issuance shall be clearly communicated to students through handbooks, websites, and other communication channels.
- Awareness Campaigns: SEA shall conduct awareness campaigns to inform students about the importance of accurate records and the process for obtaining certifications.

**Continuous Improvement:**

- Feedback and Evaluation: SEA shall seek feedback from students and relevant stakeholders to identify areas for improvement in the certification and records process.
- Process Enhancement: Feedback shall be used to refine procedures, enhance communication, and streamline the certification process.

**Conclusion**

This Policy for the Certification of Qualifications and Records of Academic Achievements at the School of Explorative Architecture (SEA) reflects the institution’s commitment to maintaining accurate, reliable, and transparent records of students’ academic achievements. By adhering to these principles and guidelines, SEA aims to provide students with credible certifications and records that serve as a testament to their educational accomplishments.

# Language Policy

## Introduction:

The School of Explorative Architecture (SEA) acknowledges the diverse linguistic landscape of South Africa and affirms its commitment to providing quality education in the official language of instruction and learning and teaching, which is English. This policy outlines SEA's approach to ensuring effective communication, equitable access, and academic excellence within this linguistic framework.

## Language of Instruction and Learning:

- English is the sole official language of instruction and learning at SEA, serving as the medium through which academic content is delivered and assessed.
- All academic activities, including lectures, seminars, assessments, and examinations, shall be conducted in English to maintain consistency and facilitate global architectural discourse.

## Linguistic Support and Services:

- SEA shall offer language support services to assist students for whom English is not a first language, ensuring their comprehensive understanding and active participation.
- Language workshops, tutorials, and resources shall be made available to enhance students' language proficiency and academic success.

## Assessment and Evaluation:

- All assessment materials and examinations shall be presented in English to ensure clarity, uniformity, and effective evaluation.
- Reasonable accommodations, such as extended time, shall be considered for students who may require additional language support during assessments.

## Communication and Documentation:

- Official communication, institutional policies, guidelines, and announcements shall be provided exclusively in English, ensuring clear and consistent dissemination of information.
- In cases where necessary, SEA shall endeavour to offer translated versions of critical information to promote inclusivity and understanding.

## Research and Scholarship:

- While research outputs and scholarly publications are encouraged in English to contribute to global dissemination, SEA shall acknowledge and respect contributions in other languages.
- Consideration shall be given to facilitating translations of significant research findings to increase accessibility and impact.

### **Cultural and Linguistic Sensitivity:**

- SEA shall foster an environment of cultural and linguistic sensitivity, recognizing the importance of diverse language backgrounds and promoting respectful communication.
- Academic staff and staff shall receive training to engage effectively with linguistic diversity and uphold inclusive communication practices.

### **Language Proficiency Requirements:**

- Proficiency in English shall be a prerequisite for admission to Programmes at SEA, ensuring that students can fully engage in their studies and academic activities.
- Language proficiency assessments, where required, shall be used to evaluate students' language skills during the admission process.

### **Continuous Review and Enhancement:**

- SEA shall regularly review and assess the effectiveness of its language policy to ensure its alignment with evolving linguistic needs, educational best practices, and changing global contexts.

### **Community Engagement:**

- SEA shall actively engage with local communities to understand linguistic preferences and foster a sense of belonging through language-sensitive and inclusive practices.

### **Compliance and Regulatory Alignment:**

- The language policy shall adhere to relevant language and education regulations in South Africa, upholding equitable language access and opportunities.

### **Conclusion**

This Language Policy at the School of Explorative Architecture (SEA) underscores the institution's commitment to delivering a quality education in English while fostering an environment that values linguistic inclusivity, effective communication, and cultural understanding. By adhering to these principles, SEA aims to create an educational atmosphere that promotes individual learning experiences and collective academic achievements within the framework of the English language.

## **Moderation Policy**

### **Introduction:**

The School of Explorative Architecture (SEA) is committed to maintaining academic standards and ensuring the consistency and fairness of assessment outcomes. This policy outlines the principles, guidelines, and procedures for moderation at SEA to uphold the quality of assessment practices and enhance the credibility of academic qualifications.

**Definitions:**

- *Moderation:* Moderation is a process that involves the review and verification of assessment decisions, marking, and grading to ensure that they align with SEA's assessment criteria, standards, and learning outcomes.
- *Internal Moderation:* Internal moderation involves the review of assessment practices by faculty members within SEA to ensure consistency and fairness.
- *External Moderation:* External moderation involves the involvement of independent and impartial assessors external to SEA to validate assessment decisions.

**Principles:**

- **Fairness and Consistency:** Moderation at SEA shall ensure that all students are assessed fairly and consistently in accordance with the stated assessment criteria.
- **Academic Integrity:** The moderation process shall uphold academic integrity and prevent any form of bias, discrimination, or unfair advantage to any student.
- **Continuous Improvement:** Feedback from the moderation process shall be used to enhance the quality of assessment practices and inform faculty development initiatives.
- **Transparency:** The moderation process shall be transparent, and students shall be informed of the outcome and any changes to their assessment results, if applicable.

**Assessment:**

The School of Explorative Architecture has formal examinations in June and in November and at such other times when revise and resubmit examinations are required. All examinations must be externally examined/moderated. An external examiner is ordinarily somebody who is external to the School and has no current or recent affiliation to the School.

All summative assessment at SEA is limited to:

CX - Credit exemption: (credit given for a SEA course that has been completed at another institution or through prior learning)

PD – Pass with Distinction: greater than or equal to 75%

HP – High Pass: greater than or equal to 70% but less than 75%

P – Pass: greater than or equal to 60% but less than 70%

LP – Low Pass: greater than or equal to 50% but less than 60%

RR – Revise Resubmit: between 45% and 50% (extended time given to achieve pass)

F – Fail: less than 50%

### **Internal Moderation:**

- Assessment practices at SEA shall undergo internal moderation by designated faculty members who are experts in the relevant subject matter.
- Internal moderation shall be conducted for a representative sample of assessments to ensure consistency across modules and assessors.
- Feedback from internal moderation shall be provided to assessors to address any inconsistencies and enhance the quality of assessments.

### **External Moderation:**

- External examiners are appointed for each course, revise and resubmit examinations will be externally examined by the same external examiner appointed for that particular course.
- SEA shall engage external assessors who are independent and possess expertise in the relevant field to conduct external moderation.
- External moderation shall be conducted periodically to validate assessment practices and outcomes at SEA.
- External moderation shall be carried out following agreed-upon procedures, including the examination of assessment documentation and samples of student work.

### **Moderation Process:**

- The moderation process shall include the review of assessment criteria, rubrics, marking schemes, and grading practices to ensure they align with learning outcomes and standards.
- Moderators shall verify the accuracy of assessment decisions and grades, seeking to identify any discrepancies or irregularities.
- Feedback from moderation shall be provided to assessors, highlighting areas of improvement and best practices.

### **Disputes:**

- Should there be a dispute between the external examiner/moderator and the internal examiner/s this should be resolved in the following manner:
- An examination results meeting is held at the end of each examination where the internal and external examiners must agree on the marks to be awarded.
- If there is a dispute in the assessment of one band – the Head of SEA will have the final vote on this.

- If the dispute in the assessment is for more than one band, each examiner would need to put forward their reason for the difference. This again would be put to the Head of SEA for his vote and the final mark then awarded.

#### **Assessment Records and Documentation:**

- SEA shall maintain accurate and comprehensive records of assessment decisions, grades, and moderation outcomes.
- Assessment documentation shall be securely stored and accessible for verification purposes.

#### **Appeals and Feedback:**

- Students shall have the right to appeal their assessment outcomes through a formal and transparent appeals process.
- Feedback from students and assessors shall be used to improve the moderation process continually.

#### **Continuous Professional Development:**

- Faculty members involved in assessment and moderation shall receive regular training and professional development to enhance their assessment expertise and practices.
- The institution shall provide resources and support for faculty members to stay informed about best practices in assessment and moderation.

#### **Compliance and Review:**

- SEA shall ensure that the moderation policy complies with relevant accreditation and regulatory requirements in South Africa.
- The policy shall be periodically reviewed to align with changing educational landscapes and industry demands.

#### **Communication and Awareness:**

- The moderation policy shall be communicated to all faculty members, staff, and students to ensure their understanding of the process and expectations.
- The policy shall be accessible on SEA's website and other communication channels.

#### **Conclusion**

This Moderation Policy at the School of Explorative Architecture (SEA) reflects the institution's commitment to maintaining academic standards and ensuring the integrity of assessment practices. By adhering to these principles and guidelines, SEA aims to enhance the credibility of its academic qualifications and support the academic growth and success of its students

# Policy for the Development of Learning Materials

## Introduction:

The School of Explorative Architecture (SEA) is committed to providing high-quality education that fosters creativity, innovation, and critical thinking in the field of architecture. This policy outlines the principles, guidelines, and standards for the development of learning materials at SEA to ensure a cohesive and effective learning experience for students.

## Learning Material Development Process:

- Learning materials at SEA shall be developed by qualified and experienced academic staff, instructional designers, and subject matter experts.
- The development process shall follow a systematic approach, including needs analysis, content creation, review, and evaluation.

## Alignment with Learning Outcomes:

- Learning materials shall align with the course learning outcomes, programme objectives, and the broader educational goals of SEA.
- The content and design of learning materials shall promote active learning, critical inquiry, and skill development.

## Accessibility and Inclusivity:

- SEA shall develop learning materials with accessibility and inclusivity in mind, catering to the needs of all learners, including those with disabilities.
- Learning materials shall comply with relevant accessibility standards to ensure equitable access to education for all students.

## Copyright and Intellectual Property:

- All learning materials developed at SEA shall adhere to copyright laws and respect intellectual property rights.
- Academic staff and instructional designers shall properly cite and attribute sources used in the creation of learning materials.

## Multimodal Learning:

- Learning materials shall incorporate a variety of formats, such as text, images, videos, interactive elements, and simulations, to cater to diverse learning preferences.
- The use of multimedia shall be purposeful and aligned with pedagogical objectives.

## Review and Quality Assurance:

- Learning materials shall undergo a thorough review process to ensure accuracy, clarity, and relevance.
- Peer review and feedback from academic staff and subject matter experts shall

be incorporated to enhance the quality of learning materials.

### **Integration of Emerging Technologies:**

- SEA shall embrace emerging technologies that enhance the learning experience, such as virtual reality (VR), augmented reality (AR), and interactive online platforms.
- The integration of technology shall be strategic, supporting instructional goals and student engagement.

### **Regular Updates:**

- Learning materials shall be periodically reviewed and updated to incorporate new knowledge, industry trends, and advancements in the field of architecture.
- Academic staff shall be encouraged to provide timely updates to keep the learning materials current.

### **Ownership and Storage:**

- Learning materials developed at SEA shall be the intellectual property of the institution, ensuring consistent quality and accessibility across courses.
- The secure storage and management of learning materials shall be facilitated by appropriate technological infrastructure.

### **Collaboration and Sharing:**

- Academic staff shall be encouraged to collaborate and share learning materials within SEA to foster a culture of continuous improvement.
- Sharing best practices and innovative approaches to learning material development shall be promoted.

### **Ethical Considerations:**

- Learning materials shall uphold ethical standards and avoid promoting discriminatory, offensive, or harmful content.
- The use of case studies and real-world examples shall be done with sensitivity and respect for all stakeholders involved.

### **Transparency and Communication:**

- SEA shall communicate the learning material development process to all stakeholders, including faculty, students, and administrative staff.
- Feedback mechanisms shall be in place to gather input from students on the effectiveness and relevance of learning materials.

### **Continuous Improvement:**

- SEA shall establish mechanisms to continuously evaluate and improve learning materials based on feedback, data, and emerging best practices in pedagogy and technology.



## Conclusion

This policy serves as a guiding framework to ensure that learning materials at the School of Explorative Architecture (SEA) are pedagogically sound, innovative, and responsive to the evolving needs of students and the field of architecture. By maintaining high standards in learning material development, SEA aims to create a dynamic and engaging learning environment that empowers students to become skilled and creative architects.

## Policy for Distance Provision

### Introduction:

The School of Explorative Architecture (SEA) is committed to providing high-quality education and fostering a learning environment that accommodates diverse student needs. To achieve this, SEA recognizes the importance of distance education as a flexible and accessible mode of learning. This policy outlines the principles, guidelines, and standards for the delivery of distance education programmes at SEA. Where Distance Learning is required, each student has their own laptop which has access to all required software via SEA to enable them to continue with their studies. SEA academic staff will lecture online using video conferencing in combination with, submissions will happen online via the Google Classroom and students will not be excluded in any way.

In the case that face-to-face teaching can happen provided distancing is applied, students will be encouraged to attend school on the days allocated to them. As the number of students in each year is small enough to allow for distancing as per COVID, teaching can, when required, take place by limiting the numbers of students present in the school at any one time.

### Definition:

- Distance Education at SEA refers to educational programmes and courses delivered to students who are geographically separated from the physical campus, utilizing a variety of technologies for communication, interaction, and content delivery.
- Programme Development and Approval:
- All distance education programmes offered at SEA shall follow the same rigorous academic standards as on-campus programmes.
- New distance education programmes must undergo a comprehensive review and approval process, ensuring alignment with SEA's mission, vision, and academic integrity.

### Student Support Services:

- SEA shall provide comprehensive student support services tailored to the unique needs of distance learners.
- These services may include academic advising, technical support, counselling,

library access, and opportunities for virtual social interactions.

### **Technology Infrastructure:**

- SEA shall maintain a robust and reliable technology infrastructure to support distance education delivery.
- The institution shall invest in the latest educational technologies, platforms, and tools that enhance the learning experience of distance students.

### **Course Design and Development:**

- Distance education courses at SEA shall be developed using best practices in online instructional design.
- Faculty members involved in distance education shall undergo appropriate training to design and deliver effective online courses.

### **Quality Assurance:**

- SEA shall implement a robust quality assurance process for distance education courses and programmes.
- Regular evaluations, feedback mechanisms, and continuous improvement initiatives shall be in place to enhance the quality of distance education offerings.

### **Faculty Engagement and Support:**

- Faculty members involved in distance education shall receive adequate support and training to ensure effective course delivery.
- SEA shall encourage and recognize faculty engagement in distance education research and professional development.

### **Assessment and Evaluation:**

- Assessment methods for distance education courses shall align with the learning outcomes and programme objectives.
- Regular evaluation and assessment of student performance and course effectiveness shall be conducted to maintain academic standards.

### **Accessibility and Inclusivity:**

- SEA is committed to providing an inclusive learning environment for all students, including those with disabilities.
- All distance education courses and materials shall be designed with accessibility in mind, complying with relevant accessibility standards.

### **Academic Integrity and Plagiarism:**

- SEA shall implement measures to uphold academic integrity and prevent plagiarism in distance education assessments.
- Students shall be educated about academic integrity expectations and consequences of academic misconduct.

### **Compliance and Regulations:**

- Distance education programmes at SEA shall comply with all relevant laws, regulations, and accreditation requirements.
- The institution shall periodically review and update the policy to ensure alignment with changing educational landscapes.

### **Communication and Transparency:**

- SEA shall communicate its distance education policy and procedures to all stakeholders, including students, faculty, staff, and governing bodies.
- The policy shall be readily accessible on the institution's website for public reference.

### **Continuous Improvement:**

- SEA shall establish mechanisms to continuously review and improve its distance education offerings based on feedback, data, and evolving best practices in the field of distance education.

### **Conclusion:**

This policy serves as a guiding framework for the effective and responsible delivery of distance education at the School of Explorative Architecture. SEA is committed to providing students with a transformative educational experience that prepares them for successful careers in the field of architecture, regardless of their geographical location.

## **Policy on Institutional Policies**

### **Introduction:**

The School of Explorative Architecture (SEA) recognizes the pivotal role of well-defined institutional policies in upholding effective governance, ensuring transparency, and maintaining consistent standards. This policy provides comprehensive guidelines for the development, review, and maintenance of institutional policies at SEA.

### **Policy Framework and Governance:**

- SEA shall establish a dedicated Policy Committee, comprising representatives from diverse administrative and academic units, responsible for overseeing policy matters.
- The Policy Committee shall be accountable for guiding the policy development process, facilitating reviews, and ensuring alignment with SEA's strategic goals.

### **Policy Development Process:**

- **Initiation and Proposal:** The identification of a need for a new policy or the revision of an existing policy shall be proposed by relevant stakeholders or the Policy Committee.

- **Research and Drafting:** Upon proposal, a designated policy drafting team shall conduct thorough research and engage in consultative processes to develop a comprehensive policy draft.
- **Stakeholder Involvement:** Stakeholders, including Academic staff, staff, and students, shall be engaged for input and feedback during the drafting phase.

### **Review and Approval:**

- **Internal Review:** The draft policy shall undergo a rigorous internal review, involving legal experts, policy specialists, and relevant department heads.
- **External Expertise:** External experts or consultants may be consulted for specialized policies or to ensure alignment with industry best practices.
- **Policy Committee Review:** The Policy Committee shall assess the draft policy's feasibility, clarity, and compliance with relevant regulations.
- **Board Approval:** Once reviewed, the draft policy shall be presented to the FEDISA Management or Governing Board for final approval.

### **Communication and Adoption:**

- **Communication Plan:** Upon board approval, a communication plan shall be executed to inform stakeholders about the new or revised policy.
- **Training and Awareness:** Workshops, seminars, or informational sessions shall be organized to familiarize stakeholders with policy provisions and implications.
- **Implementation and Monitoring:**

### **Implementation and Monitoring:**

- **Implementation Strategy:** A clear strategy shall be devised for the effective rollout of the policy, including responsibilities and timelines.
- **Policy Implementation Team:** A designated team shall oversee the policy's implementation, addressing challenges and providing guidance.
- **Monitoring and Evaluation:** The Policy Committee shall periodically assess the policy's impact, effectiveness, and alignment with SEA's objectives.

### **Policy Maintenance and Review Cycle:**

- **Regular Review:** Each policy shall undergo a scheduled review at predefined intervals, ensuring its continued relevance and alignment.
- **Revision Process:** Revisions shall follow a similar process as initial development, including stakeholder involvement, drafting, and approval.

### **Policy Repository and Accessibility:**

- **Central Repository:** SEA shall maintain a dedicated online repository accessible to all stakeholders, housing all current policies and associated documentation.
- **Indexing and Searchability:** Policies shall be systematically organized and indexed for easy retrieval, fostering accessibility and efficiency.

**Compliance and Regulatory Alignment:**

- Legal and Regulatory Adherence: SEA's policy development process shall align with all relevant legal, regulatory, and accreditation requirements in South Africa.
- Proactive Updates: Policies shall be updated promptly to remain compliant with evolving regulations.

**Feedback Mechanism and Continuous Improvement:**

- Feedback Channels: SEA shall establish clear channels for stakeholders to provide feedback and suggestions on policy effectiveness.
- Continuous Enhancement: Feedback received shall inform revisions and updates, fostering a culture of continuous improvement.

**Communication and Awareness:**

- Transparent Communication: SEA shall maintain open lines of communication regarding policy development, review, and changes.
- Transparency: This policy and any updates shall be accessible on SEA's official website and other relevant communication channels.

**Conclusion:**

This Policy for Institutional Policies at the School of Explorative Architecture (SEA) serves as a foundational document guiding the transparent, efficient, and proactive management of institutional policies. By adhering to these outlined processes and procedures, SEA aims to ensure that its policies remain relevant, compliant, and aligned with its mission and strategic objectives.





# Policy on the appointment of External Examiners & Moderators

## Introduction:

The School of Explorative Architecture (SEA) is committed to upholding the quality and standards of its academic programmes through rigorous assessment and moderation practices. This policy outlines the principles, guidelines, and procedures for the appointment of External Examiners and Moderators to ensure the integrity, fairness, and consistency of assessment processes.

## Definitions:

- **External Examiner:** An expert from an external institution or organization with relevant subject expertise responsible for reviewing and evaluating the quality of assessments, examination papers, and student performance.
- **Moderator:** An individual, internal or external to SEA, responsible for reviewing and verifying assessment decisions, marking, and grading to ensure alignment with assessment criteria, standards, and learning outcomes.

## Principles:

- **Independence and Impartiality:** External Examiners and Moderators shall be appointed based on their expertise and independence to ensure unbiased evaluation.
- **Expertise:** Appointed individuals shall possess the necessary subject knowledge and academic qualifications to effectively assess the relevant assessments.
- **Fairness and Consistency:** External Examiners and Moderators shall ensure that assessment decisions are fair, consistent, and aligned with SEA's assessment criteria and standards.
- **Transparency:** The appointment process and responsibilities of External Examiners and Moderators shall be transparent and communicated to relevant stakeholders.

## External examination and moderation:

- SEA has formal examinations in June and in November and at such other times when revise and resubmit examinations are required.
- All examinations must be externally examined. An external examiner is ordinarily somebody who is external to the school and has no current or recent affiliation to the school.
- External examiners are appointed for each course, revise and resubmit examinations will be externally examined by the same external examiner appointed for that particular course.
- The appointment of an external examiner must be approved in advance by the Head of SEA together with the Academic Head of SEA and they must be appointed by way of an appointment letter and provided with guidelines on their role as an external examiner.
- External Examiners should also be given access to the course content and



assignments on the course by

- having access to “Google Classroom” for the specific course they are examining.
- External Examiners are required, as part of their function to present a confidential report on the quality of the course and examination and these are submitted to the Head of SEA via google forms. This assists in keeping the Head of SEA informed and allows for remedial action if required.
- At this time External Examiners are not remunerated for their work.

### **Appointment Process:**

External Examiners:

- The relevant academic department shall identify potential External Examiners based on their expertise and experience.
- A formal invitation shall be extended to the potential External Examiner, outlining the scope of responsibilities, assessment periods, and remuneration.
- Upon acceptance, the appointment shall be formalized through a written agreement specifying roles, responsibilities, and expectations.

Moderators:

- Internal Moderators shall be appointed by the department based on their expertise and experience in the subject area.
- External Moderators may be appointed based on their subject knowledge and availability for the moderation period.
- Moderators shall be selected well in advance of the assessment period to ensure their availability.

### **Roles and Responsibilities:**

External Examiners:

- Review and endorse examination papers, assessment materials, and rubrics for accuracy, clarity, and alignment with learning outcomes.
- Examine samples of assessed work, including assignments, projects, and examinations, to verify the consistency of marking and grading.
- Provide feedback to Academic staff on assessment quality, standards, and alignment with SEA's guidelines.
- Submit a comprehensive report highlighting strengths, areas for improvement, and recommendations for assessment enhancement.

Moderators:

- Review a representative sample of assessments to ensure consistency, fairness, and adherence to assessment criteria and standards.
- Verify the accuracy of assessment decisions, marking, and grading to maintain the integrity of assessment outcomes.
- Provide constructive feedback to assessors to improve assessment practices and maintain alignment with standards.
- Prepare a moderation report detailing findings, recommendations, and areas for

improvement.

### **Confidentiality and Data Protection:**

- External Examiners and Moderators shall maintain strict confidentiality regarding assessment materials, student information, and institutional processes.
- Data protection regulations shall be followed when handling assessment-related information and documentation.

### **Support:**

- Appointed individuals shall receive necessary support, including access to assessment materials, guidelines, and relevant institutional information.

### **Feedback and Continuous Improvement:**

- Feedback from External Examiners and Moderators shall be sought and used to enhance SEA's assessment practices and procedures.
- The assessment process shall be regularly reviewed and refined based on recommendations from External Examiners, Moderators, and internal stakeholders.

### **Review and Renewal:**

- The appointment of External Examiners and Moderators shall be subject to periodic review to ensure ongoing relevance and effectiveness.
- The selection and appointment process shall be updated as needed to align with changing institutional needs and industry best practices.

### **Compliance and Regulatory Alignment:**

- The appointment of External Examiners and Moderators shall adhere to relevant legal, regulatory, and accreditation requirements in South Africa.
- SEA shall ensure that the appointment process complies with guidelines set by relevant professional bodies or regulatory authorities.
- Communication and Awareness:
  - The policy on the appointment of External Examiners and Moderators shall be communicated to all relevant stakeholders, including Academic staff, administrators, and students.
  - Information about the policy shall be accessible on SEA's website and other communication channels.

### **Conclusion**

This Policy on the Appointment of External Examiners and Moderators at the School of Explorative Architecture (SEA) reflects the institution's commitment to maintaining assessment quality and standards through the engagement of qualified and impartial assessors. By adhering to these principles and guidelines, SEA aims to enhance the credibility of its academic assessments and ensure the consistent application of assessment criteria and standards.

# Policy for Programme Review

## Introduction:

The School of Explorative Architecture (SEA) is dedicated to maintaining the relevance, quality, and effectiveness of its academic programs. This policy outlines the systematic processes and procedures for the periodic review of programs at SEA, ensuring continuous improvement, alignment with evolving needs, and the delivery of exceptional educational experiences.

## Programme Review Philosophy:

Programme review at SEA is a proactive and data-informed process aimed at assessing and enhancing the quality, outcomes, and alignment of academic programs. The review process emphasizes stakeholder engagement, evidence-based decision-making, and a commitment to academic excellence.

## Programme Review Framework:

- SEA shall establish a comprehensive programme review framework comprising guidelines, timelines, and responsibilities that adhere to national and international standards.
- The framework shall be adaptable to accommodate emerging pedagogies, industry trends, and student expectations.

## Initiation and Planning:

- The initiation of a programme review shall be prompted by the designated Programme Review Committee or relevant academic authority.
- The Programme Review Committee shall develop a detailed plan outlining the scope, objectives, timeline, and resources required for the review process.

## Review Criteria and Standards:

- The review shall be guided by clear and measurable criteria, including learning outcomes, curriculum alignment, student performance, faculty qualifications, and stakeholder feedback.
- Review standards shall align with SEA's mission, strategic goals, and relevant professional accreditation requirements.

## Self-Assessment and Data Collection:

- The program under review shall conduct a thorough self-assessment, gathering data on curriculum design, learning outcomes, student performance, faculty qualifications, resources, and program strengths and weaknesses.
- Data collection shall encompass a wide range of sources, including student surveys, assessments, institutional records, and external benchmarks.

**Stakeholder Engagement:**

- Faculty members, students, alumni, industry representatives, and other relevant stakeholders shall be actively engaged to provide input, feedback, and perspectives on the program's strengths and areas for improvement.
- Surveys, focus groups, town hall meetings, and individual consultations may be employed to gather stakeholder input.

**External Peer Review:**

- An external peer review component shall be integrated into the process, where qualified experts from outside SEA, with expertise in the field of architecture and education, conduct an impartial assessment.
- External reviewers shall be selected based on their qualifications and experience, ensuring an objective evaluation.

**Review Report and Recommendations:**

- A comprehensive review report shall be prepared, synthesizing findings from the self-assessment, stakeholder engagement, and external peer review.
- The report shall highlight program strengths, areas for improvement, and recommendations for enhancing the quality and relevance of the program.

**Action Plan Development:**

- Based on the review report, the program shall develop an action plan that outlines specific steps, strategies, and resources required to address identified areas for improvement.
- The action plan shall clearly define responsibilities, timelines, and expected outcomes for each improvement initiative.

**Monitoring and Evaluation:**

- SEA shall establish mechanisms to monitor the implementation of action plans and track progress towards the achievement of improvement goals.
- Regular reviews shall assess the effectiveness of implemented changes and inform subsequent iterations of the programme review process.

**Progress Reporting and Communication:**

- Regular progress reports shall be generated and communicated to the Programme Review Committee, faculty, students, and other stakeholders.
- Summaries of progress and outcomes shall be shared through official communication channels, fostering transparency and accountability.

**Review and Evaluation of Changes:**

- Periodic evaluations shall be conducted to assess the impact of implemented changes on the program's quality, student learning outcomes, and overall effectiveness.
- Feedback from faculty, students, and stakeholders shall inform further adjustments or refinements.

**Documentation and Archiving:**

- Comprehensive documentation of the entire programme review process, including self-assessment reports, stakeholder feedback, external reviewer comments, action plans, and progress reports, shall be maintained and archived.

**Review Cycle and Iteration:**

- The programme review cycle shall be repeated at specified intervals, as determined by the Programme Review Committee and SEA's policies.
- Feedback from previous reviews and evolving educational needs shall inform refinements to the review process.

**Continuous Improvement and Enhancement:**

- The Programme Review Committee shall engage in continuous reflection on the programme review procedures, incorporating feedback, best practices, and emerging trends to enhance the quality and effectiveness of the review process.
- Compliance and Regulatory Alignment:
  - Programme review practices shall adhere to relevant accreditation, legal, and regulatory requirements in South Africa.
  - SEA shall regularly assess and update its programme review practices to remain compliant with changing regulations.
- Review Schedule and Timing:
  - All academic programs shall undergo a comprehensive review on a periodic basis, with the frequency determined by the nature and accreditation requirements of the program.
  - The programme review cycle shall be communicated to faculty, staff, and students well in advance.

**Conclusion:**

This Policy for Programme Review at the School of Explorative Architecture (SEA) underscores the institution's commitment to the systematic evaluation, enhancement, and alignment of its academic programs. By adhering to these principles and detailed processes, SEA aims to ensure that its programs remain current, effective, and responsive to the evolving needs of students, the profession, and society.

# Policy on Plagiarism

## Introduction:

The School of Explorative Architecture (SEA) upholds the principles of academic integrity and ethical conduct in all aspects of teaching, learning, and research. Plagiarism is a serious offence that undermines the integrity of academic work and compromises the educational experience for all students. This policy outlines SEA's commitment to preventing and addressing plagiarism in all its forms.

## Definition of Plagiarism:

Plagiarism at SEA is defined as the act of presenting another person's work, ideas, words, data, or intellectual property, whether published or unpublished, as one's own, without appropriate acknowledgment and citation.

- Plagiarism includes, but is not limited to, the following:
- Copying and pasting text or media from a source without proper attribution.
- Paraphrasing or rewording content from a source without proper citation.
- Submitting work completed by someone else, either in part or in its entirety, as one's own.
- Using unauthorized aids or assistance during assessments.

## Academic Integrity Education:

- SEA shall provide comprehensive academic integrity education to all students, faculty, and staff.
- Students shall be educated about the importance of academic honesty, the consequences of plagiarism, and the proper methods of citing and referencing sources.
- Course Syllabus and Plagiarism Policy:
- Each course syllabus shall include a clear statement outlining SEA's plagiarism policy and the consequences of academic misconduct.
- Faculty members shall communicate the plagiarism policy to students at the beginning of each course.
- Assessment Design:
- Faculty members shall design assessments in a manner that minimizes opportunities for plagiarism.
- Where applicable, faculty members may use plagiarism detection tools to screen students' work for originality.

## Plagiarism Detection:

- SEA may use plagiarism detection software to verify the originality of students' work.
- Students shall consent to their work being screened for plagiarism as part of their enrollment at SEA.
- Reporting and Investigation:

- In cases where plagiarism is suspected, faculty members shall report the incident to the relevant academic authority or academic integrity committee.
- The academic integrity committee shall conduct a fair and impartial investigation to determine if plagiarism has occurred.
- Consequences of Plagiarism:
- Plagiarism is considered a serious offence at SEA and may result in disciplinary action.
- The consequences of plagiarism may include, but are not limited to, the following: warning, grade reduction, re-submission of work, academic probation, suspension, or expulsion.

**Appeal Process:**

- Students found guilty of plagiarism shall have the right to appeal the decision through a formal appeal process.
- The appeal process shall be transparent and impartial.
- Continuous Improvement:
- SEA shall periodically review and update its plagiarism policy to ensure it remains relevant and effective in addressing emerging challenges related to academic integrity.

This policy serves as a guiding framework to maintain a culture of academic integrity and prevent plagiarism at the School of Explorative Architecture. By upholding the principles of honesty and originality, SEA ensures that students develop essential skills and knowledge in a fair and responsible learning environment. Students are required to sign a declaration (see below) on plagiarism when carrying out any substantial work. The declaration can be adapted to suit particular needs and staff may apply the rule with discretion. Staff need to advise students on which set of referencing conventions are prescribed for particular work and these should be taught to students when setting assignments.

**Declaration:**

I know that plagiarism is wrong. Plagiarism is to use another’s work and pretend that it is one’s own.

I have used the \_\_\_\_\_ convention for citation and referencing. Each contribution to and quotation in this essay/report/project (insert name of project) from the work(s) of other people has been attributed, and has been cited and referenced. This essay/report/project (insert name of project) is my own work.

I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.

Name: .....

Signature: .....

Date: .....





