



ALC Student Handbook

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PART I: WELCOME TO ALC

1.1 About This Handbook

This handbook is intended to serve as a guide for ALC students. In it you will get in-depth information about our academic programmes, academic community and learning environment at ALC.¹

The Student Handbook codifies the current policies and procedures officially approved by the ALC Academic Senate as well as guidance on policies governed by our partner institution Glasgow Caledonian University (GCU).² This handbook will provide an understanding of the College's philosophy, organization, and regulations as well as serve as a ready reference for all students to ensure continuity in the pursuit of campus objectives. All students should consult this handbook in a conscientious effort to abide by the procedures contained herein.

Although the Student Handbook provides basic information, additional material and updates may also be found in College catalogs, bulletins, degree programme handbooks, and official memos from the offices of the administration.

¹ While the College intends that this handbook be used for policies and guidelines, the College reserves the right to make such modifications to guidelines and policies as it deems necessary during the academic year.

² Generally where policies between ALC and GCU differ, GCU policies shall take precedent.

1.2 Welcome Address

Students - the years ahead will be a journey filled with fun and excitement, learning new things, meeting new people, challenges and opportunities. We can't wait to join you on this journey and look forward to seeing you grow into mature, confident and passionate young leaders. ALC will be fertile ground for you to become the person you hope to be, to pursue your interests and realize your dreams.

Parents and Guardians – you are an important part of your child's life and this journey they are about to embark on is as much yours as it is theirs. Our hope is that each time you see your child throughout their time at ALC, you will notice a young person who is becoming a more and more successful young leader. We are glad to join you on this journey.

ALC was founded to provide world-class education to thousands of young Africans, to ensure that Africa is considered amongst the top universities on the continent and in doing so, bring the continent to a place of peace and prosperity.

Universities should provide students with the skills necessary to succeed as leaders in their communities and in their chosen careers. Instead, hundreds of thousands of College graduates on the continent today are not equipped with the skills they need to find a job. About 45% of College graduates in Africa today are unemployed. This is a tragedy and at ALC we aim to change this by providing students with the critical skills and leadership experience necessary for success. Young Africans today have a choice: continue with the traditional broken College model, or attend ALC and build your own organization, be gainfully employed at a leading company, or even lead your country one day.

Here at ALC, we are extremely passionate about Africa and believe that its future lies in the emergence of a new generation of ethical, entrepreneurial leaders like you. In launching ALC, our hope is that we will completely rethink 21st-Century tertiary education, and 'leapfrog' existing institutions in the West. Ultimately, ALC will produce 3 million leaders over the next 50 years – transformative individuals who will go on to become presidents of countries, CEO's, game-changing entrepreneurs, scientists, artists, journalists, doctors, engineers, and innovators in so many other fields. We truly believe that ALC will be one of the most powerful forces for change that Africa will ever see because of young leaders like you.

Welcome to the ALC family.

Best Wishes,

Fred Swaniker
African Leadership University, Founder

1.3 Our Origins

ALC has its origins in African Leadership Academy (ALA). Since 2008, ALA has been developing the next generation of African leaders and placing them with the world’s leading universities and companies. ALA receives up to 4,000 applications from 48 African countries for just 100 places each year and has been recognized as one of the most innovative educational institutions in the world.

After seeing the tremendous hunger for the educational experience at ALA, Fred Swaniker, ALA’s founder, felt that it was time for Africa to create its own world-class institutions to lead change on the continent. Swaniker was thus inspired to launch ALC and to give access to education to more young people in Africa and to ensure that there are high quality tertiary institutions in Africa that are on par with the top universities in the world.

ALC, working in collaboration with our accreditation partner, Glasgow Caledonian University (GCU), is expanding on ALA’s vision, and will now make it possible for thousands more students from Africa to gain access to world-class tertiary education and career placement with the leading organizations in Africa and around the world.

1.4 The ALU Advantage

At ALC, we believe that the acquisition of knowledge (in the traditional academic sense) is only one part of a much larger value proposition we need to provide to students in order to equip them to become effective entrepreneurial leaders. We believe that we need to equip students with six fundamental elements:



THE ALU ADVANTAGE

Conventional classes are just one way to do it. At ALU, you’ll take a different approach. An individualized, student-focused leadership curriculum develops and tests your skills, your intellect, and your ideas. A heavy emphasis on real-world internships and experience solidifies crucial qualities for the future. You’ll be exposed to new global cultures, opinions, and challenges to your problem-solving abilities. And you’ll gain the skills that 21st-century employers want—critical skills like problem-solving, entrepreneurship, and leadership. At ALU, you don’t just pick a major—you pursue life experience.

[Learn More](#)

1.5 Our Values

RESTLESS EXCELLENCE: We uphold the highest standards in all we do and are never satisfied with the status quo. We continually ask ourselves “can this be done better?”.

INTEGRITY: We have the courage to do what is right even when it is difficult or unpopular.

CONTINUOUS LEARNING: We embrace challenges with curiosity and a beginner’s mindset. We take risks knowing we can learn from failures as well as success.

DIVERSITY: We respect and celebrate the beliefs and cultures of others and create an environment where all feel at home.

OWNERSHIP: We have amazing people who use their own initiative to contribute to ALC’s mission.

1.6 Missions, Not Majors

At ALC, faculty and staff encourage students to declare a “mission” related to real-world problems students want to solve, not academic disciplines students want to study. Instead of dedicating themselves to memorizing a specific body of facts and figures, we want ALC students to solve real problems in the real world and acquire concrete skills and methods as they do so. This approach begins in the Leadership Core and continues throughout degree programmes with the support of your peers, fellow students, faculty, and other members of the ALC and wider ALU community.

PART II: ACADEMICS

Academics at ALC are developed to produce graduates with the skills and attributes needed to adapt to a dynamic world and address the variety of complex and interrelated challenges. We aim to prepare students to become team builders and systems thinkers who have a breadth of cross-disciplinary knowledge and are extremely skilled at innovative problem-solving in a variety of domains. This type of education aims to produce entrepreneurial problem-solvers who will not only be highly employable, but also better equipped to create their own jobs.

At ALC, we currently offer the following four programmes:

- BA (Hons) in Business Management
- BA (Hons) in Social Sciences
- BSc (Hons) in Computing
- MEng in Electrical Power Systems

All four academic programmes share a common first year, Leadership Core, followed by a specialisation in either Business Management, Social Science, Computing, or Electrical Power Systems. This structure allows students to focus purely on leadership skills, which they can harness as they develop in their area of specialisation. We believe this structure allows students to develop into ethical, entrepreneurial leaders, with both the leadership and technical skills required to address global grand challenges.

2.1 THE LEADERSHIP CORE

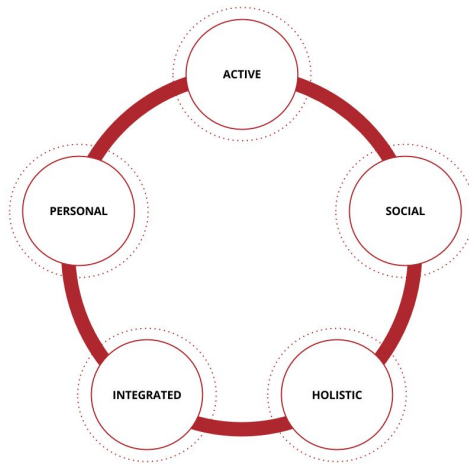
In the first year at ALC, students all take part in an intensive, leadership focused “core” academic experience - the “Leadership Core” or “LC”.

2.1.1 Learning in the Leadership Core

2.1.1.1 Principles

The Leadership Core is built on 5 learning principles that underlie every experience both inside and outside the classroom. The principles are based on the belief that learning is:

- **Active:** Movement and activity are critical parts of the learning process as they tap into parts of our minds that promote engagement and curiosity.
- **Social:** Learning with other people on similar learning journeys is a powerful tool to be leveraged in order to fill gaps in knowledge and understanding.
- **Holistic:** This refers to the emotional aspect of the human experience which must be engaged to encourage students' ownership of their learning.
- **Integrated:** There must be no disconnect between what students understand and what they can do.
- **Personal:** Every person is unique and learns differently with varying speeds of uptake and engagement. Our model takes this into account in the design of the Learning Cycle.



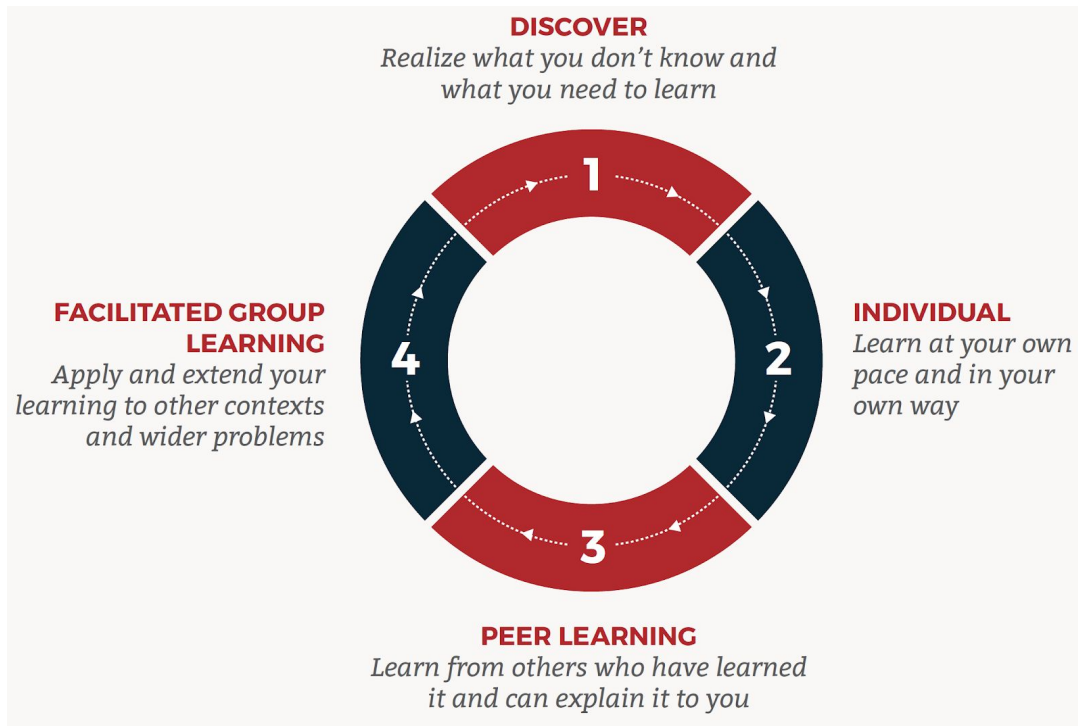
2.1.1.2 Mindsets

These learning principles shape the way the Leadership Core experience has been designed, and in order for you to fully benefit from the model, you will need to work toward embodying certain mindsets:

- **Student Ownership:** You must be responsible for your own education and set objectives that allow you to grow. This ownership will manifest itself in all parts of your experience from peer groups to attending office hours, and your ability to own your learning will greatly affect how much you gain from the year.
- **Grit:** You persevere and embrace hardship as part of the journey toward achieving your goals. There will be several times when it will be difficult to achieve what you have set out to do, but not letting those deter you will be key.
- **Growth Mindset:** You cultivate within yourself the idea that human qualities like intelligence and creativity can be cultivated through effort and deliberate practice. Situations of failure provide opportunities to learn as your skills and abilities are growable over time.
- **Collaboration:** You will work with many groups over the year and you must always strive to become part of a cohesive and high performing team that solves complex challenges and enriches its members' learning journey.
- **Integrity:** As an ALC student, you hold yourself to the highest standard of conduct in all circumstances, while showing empathy and respect to those around you.

2.1.2 The LC Learning Cycle

Each LC course is delivered following a weeklong learning cycle that helps you connect academic concepts to the real world through application and practice.



2.1.2.1 Discovery

Research has shown that learning happens best in a 'just in time' scenario, where a learner realizes they're missing a key piece of the puzzle and is motivated to find it. Most learning today happens 'just in case', where students are told that what they're learning will be important to know someday – by 'discovering' that they need to know something to accomplish a task, the learning suddenly becomes important now.

2.1.2.2 Individual Self Learning

One of the challenges of the traditional teaching model is that all students are expected to 'keep up' and learn at the same pace. By allowing students to learn core concepts on their own in a self-paced, risk-free online environment, you ensure that the basics are in place for everyone. Students can focus on the areas they need most help in, and build confidence in being able to master the content without the peer pressure and scrutiny found in a traditional classroom.

2.1.2.3 Peer Learning

Research tells us that one of the best ways to internalize learning and fully master content is to try to teach it to someone else. This builds both confidence and mastery in students, and so is a key part of the learning process. It also ensures all students have learned what they need before attending a group session (see below) or advancing to the next subject/skill. Students will have regular peer-learning sessions where they'll take content learned on their own and work with their fellow students to help each other master it.

2.1. Facilitated Group Learning

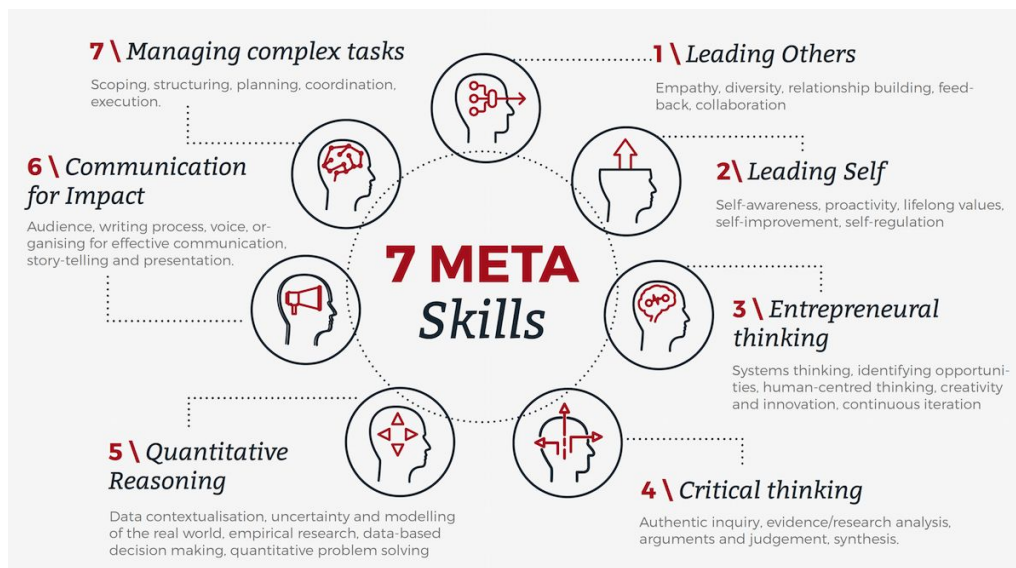
Once students have completed the self-study components and peer-learning sessions around a particular concept/skill, they get the chance to get together for a facilitated ‘expansion’ exercise – a session facilitated by Faculty which will take their learning to the next level. This can be a debate, an interview with an expert, a simulation – something that helps students understand the bigger picture, how what they’ve learned can be applied, and where their next skill/knowledge gap might be.

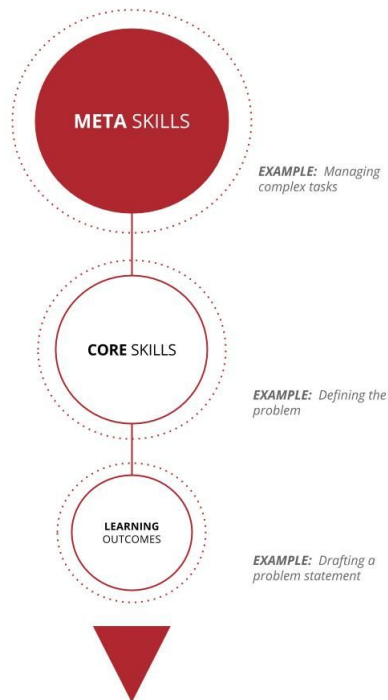
2.1.3 Skills Map

2.1.3.1 Meta Skills

Meta Skills at ALC are the highest order of skills that the Leadership Core is focused on reaching mastery in. The 7 Meta Skills are:

- Leading Self
- Engaging Others
- Critical Thinking
- Entrepreneurial Thinking
- Quantitative Reasoning
- Managing Complex Tasks
- Communicating for Impact





Together, these skills are developed through all of the 4 Leadership Core courses. Your primary introduction and experience of the Meta Skills in your classes will be as follows:

- Entrepreneurial Leadership: Entrepreneurial Thinking
- Projects: Managing Complex Tasks
- Data and Decisions: Quantitative Reasoning
- Communicating For Impact: Communicating For Impact
- Shared: Leading Self, Engaging Others, Critical Thinking

2.1.3.2 Core Skills

Each Meta Skill has further been broken down into a group of Core Skills which allow us to more specifically target and measure growth in a given skillset. These skills will be introduced at the beginning of each unit over the course of the year in your discovery sessions.

2.1.3.3 Learning Outcomes

Finally, each Core Skill is further broken down into observable, measurable units called Learning Outcomes. These Learning Outcomes (LOs) are the basis of the majority of your assessment at ALC, which we will explore further in the Sections 2.1.6 and 2.1.7

2.1.4 Leadership Core Courses

The Leadership Core consists of 4 courses that are assessed independently across 2 terms. For example, CI 101 takes place in the first term and CI 102 takes place in the second. A description of each primary course can be found below.

2.1.4.1 Communicating for Impact

The Communicating for Impact (CI) course empowers ALC students with the communication and critical thinking skills essential for success as scholars and as future leaders of the African continent. It springs from the belief that a nuanced understanding of written and spoken language and mastery of communication skills are essential to developing and expressing ideas that change the world.

Students will be able to analyze audiences and adapt their communication strategies accordingly, craft well-organized texts, develop logical arguments and engage with the perspectives of others, and tell powerful stories that move people to action. At the end of this course, students will also be prepared to engage and lead in a workforce that is increasingly communication-driven, as well as thrive in their chosen field of academic study. Students will learn these skills through projects and deliverables that challenge and broaden their understanding of the world around them and their place in it.

2.1.4.2 Data and Decisions

The Data and Decisions course is a journey about seeking and analysing different types of data to make informed decisions when addressing real world problems. All first year students embark on this journey together as they gain a solid foundation and exposure to how data shapes most major decisions in the world. It is an engaging, motivating, and practical way for students to develop quantitative skills that are critical for any high-performing employee or leader of any industry.

Students learn to contextualize numbers in their tangible meaning, effectively make arguments and communicate powerful insights by representing data, model real world phenomena and uncertain outcomes, and become better decision-makers by using this extensive toolkit the course helps them develop.

2.1.4.3 Entrepreneurial Leadership

The Entrepreneurial Leadership (EL) explores the intersection between great leaders and entrepreneurial thinking. In this course, students will learn skills and mindsets needed to create positive impact and transformation in Africa. As an entrepreneurial leader, students are expected to have the self-driven mindsets, skills, and tools to unlock their leadership potential; become a high performing citizen of the highest integrity; and transform their lives, the lives of their peers, the community, and the world.

2.1.4.4 Projects

The Projects course aims to introduce students to managing complex problems effectively and in a structured manner. The course exposes our students to real life problems by allowing them to work on up to 4 unique real-time

projects with Clients in different industries, with a focus on Africa. By doing so, students learn how to work in teams, incorporate feedback, and break down complex problems into manageable structured tasks.

2.1.5 Signature Experiences

Signature Experiences are co-curricular programmes unique to ALC which complement the Leadership Core academic journey. These experiences provide ALC students with learning opportunities that build community, provide exposure to humanities-style pedagogy and personalised learning, and deepen an understanding of the role students have as ethical and informed leaders for the African continent. While these are not credit-bearing courses, participation in these experiences and the completion of all assessments are mandatory requirements for all ALC students.

During the first year at ALC, students will take part in the following Signature Experiences:

2.1.5.1 Growth Week

Once a term, all students engage in personalised learning projects, teach skills to others, or resubmit assignments to develop and practise skills acquired during their time at ALC with the support and collaboration of peers and faculty.

2.1.5.2 Seminal Readings

Once a term, students engage in small group discussions of challenging and important texts with the guidance of a staff facilitator. Through analysis and written and verbal argument, students hone their critical thinking skills and debate questions central to their development as informed and ethical leaders.

2.1.5.3 Flex Time

At the end of the Leadership Core year, students design a personalised capstone project which extends the skills acquired through the 4 courses and prepares students for success in their internships and degree programmes. Faculty and external advisors, as well as exposure to experts from varied fields and complementary workshops and classes, allow students to truly take ownership of their learning and leadership journey.

2.1.6 Assessments in the LC

Assessments are designed to help us track of how you are learning so that you can improve your skills and apply your learning to real-world problems. There are two types of assessment in Leadership Core, Formative and Summative Assessment, which are described below.

The goal of **Formative Assessment** is to monitor student learning and provide ongoing feedback that can be used by faculty to improve teaching and by students to improve learning. It is used primarily as an opportunity for students to practice new skills that they are developing and to grow as they approach summative assessments. These regular formative assessments will count towards 60% of their final grade for the module.

The goal of **Summative Assessment** is to evaluate student learning at the end of an instructional unit. These assessments count towards 40% of their final grade for the module.

Student submissions are assessed based on rubrics broken down by Learning Outcome (LO). Formative and summative assessments at ALC will take place on ALUX, ALC's Learning Management System, based on the open source edX platform, where self work content is hosted.

2.1.7 Grading in the LC

2.1.7.1 Learning Outcomes and Grading

Grading at ALC is performed on a 1-5 scale rubric which denotes increasing levels of mastery of skills students are expected to learn. The way these levels are detailed out will vary from course to course, but generally, the levels are broken down as follows:

- 0 - Not Submitted
- 1 - Demonstrates awareness of a given skill/concept
- 2 - Demonstrates understanding of a given skill/concept
- 3 - Demonstrates application of a given skill/concept
- 4 - Demonstrates proficiency of a given skill/concept
- 5 - Demonstrates mastery of a given skill/concept

Each LO is described in the context of these 5 levels and will form the basis of your assessment. Note that grading is done both on an individual and group basis depending on the course and topic of study.

All students are provided with the grading rubric at the start of each unit to have a clear understanding of expectations of their formative and summative assessments.

2.1.7.3 Standard for Passing and Progressing

All students are required to achieve a passing grade of 2.5 across all modules and courses in order to progress from Year 1 to Year 2. For further information regarding academic progression, see Section 2.2.2.

If a student fails to achieve a level 2.5, that student will be required to re-sit sufficient summative assessments to reach the desired level. If on the re-sit, the student still does not earn a level 2.5, the student will not be permitted to progress to the next level and will have to exit the ALC programme, subject to any potential mitigating circumstances.

2.1.7.4 Peer Assessments

Apart from faculty feedback and assessment, peer-to-peer feedback will also play a key role in your growth and development at ALC. As part of the learning model, students will be placed into peer groups of 3 to 4 students to work on deliverables and support each other in engaging with various concepts. Peer assessments are carried out using the peer contribution tool.

Peer Contribution Tool: The peer contribution tool allows peer group members to objectively assess each other's contribution to the peer project, as follows:

- Each peer group member allocates a % contribution of each team member, as well as an explanation justifying the score;
- The average % contribution score of each individual peer group member is calculated. Self-scores are excluded;
- The % contribution score will impact each of the LOs that were assessed during the unit to reflect each individual's contribution to the work. Maximum impact is half the grade (the maximum score loss).

Therefore in a 4 person peer group, this is how the tool will affect grades:

- Band 1: If contribution >20% → score is not impacted
- Band 2: If contribution between 15-19.99% → loses 30% * maximum score loss
- Band 3: If contribution between 10-14.99% → loses 60% * maximum score loss
- Band 4: If contribution between 5-9.99% → loses 90% of maximum score loss
- Band 5: If contribution less than 5% → loses 100% of maximum score loss

For example:

- Peer group: B1X
- Members: Hana, Alyssa, Kwasi, Edward
- Overall Group Assessment score (average of 8 LO's): 3.40/4

	Hana	Alyssa	Kwasi	Edward	Average contribution score	Band	New score
Hana	30%	30%	25%	30%	29%	Band 1	3.40
Alyssa	30%	25%	25%	30%	29%	Band 1	3.40
Kwasi	10%	10%	25%	10%	10%	Band 3	2.38
Edward	30%	35%	25%	30%	30%	Band 1	3.40

In this example, Kwasi's self reported score of 25% (highlighted in red) does not count toward his score. The scores his other 3 team members gave him (10% each) put him in band 3. His updated score is calculated as follows:

Maximum score loss here is 1.7 (group assessment score / 2). Kwasi's final grade is calculated as $3.4 - (1.7 * 60\%) = 2.38$.

2.2 DEGREE PROGRAMMES

Upon successfully completing the first year Leadership Core, students transition into the Degree Programmes phase of their ALC learning journey. Here they will have the opportunity to develop 21st Century skills in their chosen area of specialisation that will, in combination and building on the leadership skills developed in the first year, enable them to work on solving real-world problems and grand challenges.

2.2.1 Programmes Offered at ALC

Students at ALC transition into more specialized areas of study in year two. Degree programmes at ALC are jointly delivered with ALC's degree-granting partner university, Glasgow Caledonian University. A general overview of ALC's degree programmes can be found below.

2.2.1.2 Business Management

The ALC Business Management program's vision is to nurture not just business professionals but leaders, who will not only be able to engage with different challenges in a business setting at a national and international level, but also develop an understanding of how the same challenges manifest in their respective communities.

Our mission is to constantly challenge students' mindsets and assumptions through critical discussions on business ethics, culture and strategic change management. We want students to have an analytical perspective on the issues that face the African continent, so that they can fully grasp why this matters, and encourage them to see the bigger picture in order to identify needs and opportunities at a local and global level.

As part of the learning experience, we partner with local ventures and businesses on various projects so that students have a space to practice their learning in the real world..

The Link to the Business Management Program Handbook can be found here:

https://docs.google.com/document/d/1Tt93VbDSdpZNMwIUCLyfiPvUa_M9a985o8iXOvFslTE/edit?usp=sharing

2.2.1.2 Computing

ALC's Computing degree provides a pathway for students to develop sound computational reasoning and technical skills to envision and build robust solutions to local and global challenges across a variety of disciplines and industries. This programme is in line with ALC's aims to produce multi-disciplinary graduates. Computing students will develop the required knowledge and understanding of software specification, design, implementation, and support across a diverse set of platforms, which they can utilise to address grand challenges

We help develop strong independent learners able to cope with a rapidly evolving field; versatile leaders who can manage the technical, business, ethical and social constraints thanks to a solid academic background, reinforced with good personal, interpersonal and team working skills, to enable them to perform effectively in any appropriate situation and take on some of Africa's challenges and find relevant and sustainable solutions.

The Link to the Computing Program Handbook can be found here:

<https://docs.google.com/document/d/1sIEEocq94O2u8LRanMLiHEHQkycv2SKiPsFBeA5zaY4/edit?usp=sharing>

2.2.1.3 Electrical Power Systems Engineering

ALC aims to deliver an engineering education that places emphasis on student-driven rather than faculty-led learning. Consequently, ALC engineering students have abundant freedom to significantly shape their own education, with entrepreneurial thinking and leadership at the core of the learning experience.

The mission is “to produce multi-disciplinary professional engineers with a bias towards electrical power systems engineering, who have the required knowledge and understanding of specific electrical power engineering principles, integrated with an understanding of general engineering, manufacturing, and business, reinforced with good personal, interpersonal and team working skills, to enable them to perform effectively in any appropriate situation.”

Students will be equipped to demonstrate application of these abilities, including leading others, leading self, a business acumen, entrepreneurial thinking, effective communication, and other additional engineering skills.

The Link to the Electrical Power Systems Engineering (EPSE) Handbook can be found here: https://docs.google.com/document/d/1f7qmDZTI4dKM8b6LRacM_IdhcE16pQVgYhlgXKehiA

2.2.1.4 Social Sciences

In the Social Sciences program, students are pushed to engage critically with the world around them and provided with the necessary frameworks required to deal with complexity. The programme is specifically designed to provide students with an excellent social science education and offers a number of specialist areas which equip them well with both the necessary and desirable 21st century graduate attributes to help make valuable contributions to global society.

The Link to the Social Sciences Program Handbook can be found here:

https://docs.google.com/document/d/1n02Aic-5Bbia_x9zpYSq24nZcpiK604gzPAs6GVGorA/edit?usp=sharing

2.3 ACADEMIC POLICIES

2.3.1 Assessment Regulations

A comprehensive overview of the latest version of the GCU assessment regulations can be found here -

<https://www.gcu.ac.uk/academicqualityanddevelopment/academicquality/regulationsandpolicies/universityassessmentsregulationsandpolicies/>

2.3.2 Attendance

Providing a student experience of the highest possible quality is something that ALC and GCU take very seriously. Promoting and encouraging student engagement with all aspects of their learning experience is a key aspect of this. As such, we need to be able to monitor the engagement and attendance of students for the following reasons:

- a. To enable us to reinforce our learning philosophy around active learning. Each Student is an essential part of each other's learning process and class sessions are an integral part of ensuring this happens.
- b. To aid the retention of students by allowing early identification of those students at risk and allow timely interventions to be made in terms of academic and personal support.
- c. To enable notifications of withdrawals/suspension to be made on time so that external stakeholders are informed in a timely manner.
- d. To meet the regulatory requirements placed on ALC to report absences to external bodies. These bodies include accreditors, the Passport and Immigration Office, Professional Statutory Bodies, and sponsors where they are funding/co-funding course fees.

For further information on Attendance, see Appendix II - Attendance Policy.

2.3.3 Plagiarism

Plagiarism occurs when someone uses someone else's specific language, research or original ideas without formally acknowledging the original author's contribution. Plagiarism may include direct, word-for-word copying, as well as the use of ideas, even if the text is not copied verbatim. Rules of plagiarism apply to all media submitted at ALC including, but not limited to: papers, presentations, visual/graphic submissions, electronic or physical media. The GCU plagiarism policy exists to help students understand what plagiarism is and the institutional consequences resulting from plagiarism violations.

All potential plagiarism violations are reported to the ALC Academic Integrity Committee (AIC) as well as GCU administration (for GCU policy - <https://www.gcu.ac.uk/student/studentlife/induction/essentials/itguide/plagiarism/>). Consequences for violations may include receiving a fail on an assessment, module, suspension or dismissal. Note that ALC assignments are frequently scanned through plagiarism detection software. When students submit an assignment it is considered formally submitted. Any attempt to excuse plagiarism as a mistake or submission error will be denied.

Plagiarism in the form of self-plagiarism, which occurs in an academic setting when a student submits previously submitted work without acknowledging that has been submitted for another module, is also considered plagiarism.

For reference in avoiding and correcting plagiarism, the standards used are published online at <https://owl.english.purdue.edu/> and www.plagiarism.org.

2.3.4 Mitigating Circumstances

Students may apply for Mitigating Circumstances (MITS) to inform GCU and ALC of any circumstances beyond their control (e.g illness) that may have significantly affected academic performance and/or caused absence from an assessment, i.e. coursework or examination.

Students may submit an application for mitigating circumstances at any point during the term. This indicates that circumstances during that term be taken into account when the assessment board makes their decision about

results. These applications are reviewed by the MITS board and communicated back to students after a decision is made.

Students must submit the MITS form to a designated GCU representative, with the ALC Registrar's and their respective program faculty account in copy. More information can be found in the link below.

Link: <http://www.gcu.ac.uk/student/exams/mitigatingcircumstances/>

Students applying for Mitigating Circumstances after an assessment board has met need to file an application for Retrospective Mitigating Circumstances (RMC). An RMC application must be submitted on the RMC form within two calendar weeks after the publication of the Assessment Board's decision. Appropriate evidence for applying retrospectively must also be submitted.

More information can be found in the link above. Students must submit the RMC form to a designated GCU representative, with the ALC Registrar's and their respective program faculty account in copy.

2.3.5 Feedback

ALC is committed not only to helping students become team builders and systems thinkers, but also to help them develop the ability to give and receive feedback. Relationship building, decision-making, and learning from failure all require a deep sense of self-awareness and empathy, and at ALC students consistently receive feedback from peers and faculty on their strengths and weaknesses, and learn how to manage differences in opinions within a team. ALC faculty are available to students during certain times of the week for walk in office hours. Students will also be able to review concepts with them or get extra practice.

All programmes at ALC are committed to principles listed below. Detailed information regarding specific programme feedback strategies and methods may be listed in relevant programme handbooks and module levels. Information regarding GCU's feedback policy may be found here:

<https://www.gcu.ac.uk/academicqualityanddevelopment/academicquality/regulationsandpolicies/universityassessmentregulationsandpolicies/>

2.3.4.1 Feedback Principles

ALC promotes student learning, application and/ or reflection through the following principles of feedback. ALC feedback:

- Measures the achievement of course/module Learning Outcomes
- Is both formative and summative
- Is provided in coordination with approved rubrics (assessment criteria)
- Is appropriate to the level of study of a course/module
- Is conducted transparently with clear assignment briefs and timetables
- Is delivered in a timely and accessible manner to all students
- Reflects a spirit of continuous improvement and growth mindset
- Evidences the quality and consistency of learning at ALC

2.3.6 Academic Advising

2.3.6.1 Learning Support Services

Faculty, with the support of a Learning Support Services Team, will serve as academic support to students who will be available upon request and during office hours which students will be encouraged to take advantage of. Faculty will provide guidance and support to students to help them stay on track and maintain a path of positive progress and development. The Learning Support Services Team is responsible for creating and maintaining an academically supportive environment at ALC. The role involves effective interventions with students based on their academic standing through 1:1 conversations and online interactions and the ability to craft sustained support plans for those students in collaboration with faculty and the Student Life teams.

2.3.6.2 Personal Tutoring

Each student is assigned to at least one academic personal tutor throughout their degree and should ideally meet their personal tutor at least once per term. The personal tutor will have awareness of a student's programme of study and progress through their ALC programme.

The role of the personal tutor is not only to discuss any student issues that may be impacting academic performance, but to also help tutees reflect upon their progress and to support in areas of growth. The personal tutor can also support any mitigating circumstances submissions that a student makes, but only if the personal tutor has been in regular communication with the student and has an awareness of the circumstances.

2.3.7 Project and Dissertation Supervision

GCU's full policy on project and dissertation supervision, may be found below:

<https://www.gcu.ac.uk/academicqualityanddevelopment/academicquality/regulationsandpolicies/universityassessmentregulationsandpolicies/>

2.3.8 Examples of Compensation, Distinction, Merit and Honours Classification Profiling

Examples of Compensation, Distinction, Merit and Honours Classification for GCU degree programme courses can be found here:

<https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaa/gaafiles/assessmentregulations/Examples%20of%20Compensation,%20Merit,%20Distinction%20and%20Honours.pdf>

PART III: INTERNSHIPS & CAREERS

3.1 Internships

At ALC, we believe that universities must fundamentally prepare students for success in the world after graduation, specifically to know what it will require of them to find meaningful professional paths, and to guide them in using their time at ALC to prepare for this future with the relevant skills, experiences, knowledge and network to succeed.

To achieve this goal, ALC seeks to build a fluid and collaborative relationship between the professional world with the “ivory tower” of College learning spaces, by providing students with meaningful learning experiences on and off campus including projects and internships. We believe that a balance of workplace training and academic rigor allows students to immediately see the value in what they are learning, and to identify gaps in their knowledge that they are then able to fill. As such, our students typically have 2 to 4 month work experiences each year as part of their graduation requirement such that they have almost a year of exposure.

To be eligible to participate in internship training, students must meet minimum academic, financial, and disciplinary standing requirements. Students may also be required to meet eligibility criteria as set out by the Career Development Department. It is the student's responsibility to familiarize themselves with all policies regarding the internships and eligibility criteria. Further information can be found in the Internship Policy on the ALC website.

3.1.1 Study Internships

Study Internships is a programme that enables ALC students to work part-time in ALC departments during their study. It is in line with the spirit of building a College for the students and by the students. The objectives of the programme are to enable skills development of students, to provide valuable human resources to enable ALC teams to deliver at their best and to enable students, especially those with financial constraints to earn pocket money while studying.

Students can work for any organization (except for roles in the security sector) for up to 20 hours per week as per Mauritian Government regulation. Students should notify the Workstudy team as soon as they take up such employment.

3.2 Career Development

ALC's Career Development Department ensures student learning is always relevant to an evolving world, by acting as an efficient feedback loop with the professional world to shape curriculum, guide students' career decisions, and provide access to internships and professional opportunities for skill practice and exploration. To do this, we recognize that academic programs, student life, and career development need to work together to equip students with the skill sets they need to realize their full potential.

Ultimately, the biggest value add of a Career Development Department is to give students perspective on how they can best use their time at College to prepare for your career journey afterwards. Career Development is about providing access to resources eg internships, guest speakers, which will give students new information about

themselves and the world that will help them make better career decisions. In addition, the Career Development Department hosts guest speakers, and models career journeys for students so that they are equipped with the maps of those who have gone before.

Career Development provides resources which enable students to imagine fulfilling career pathways by; providing access to opportunities such as internships to deepen skill practice; and preparing students with career management skills to secure and thrive in these opportunities. Our approach to developing our students are through:

Discoveries: Enlarge a student's imagination of the ways they can lead within ALC: We provide frameworks to learn about and reflect on the self (Passions, Interests, Causes, Skills, Strengths).

External to ALC: We connect to Guest Speakers and resources which unlock nuanced insights of how the missions students care about operate in practice, how practices and contexts are changing, and insights in how to gain the skills they need.

Opportunities to Practice: Test and calibrate my leadership readiness and pathway.

- On-Campus: We frame and enable opportunities for students to practice in student clubs, within academic portfolios, through work-study at ALC and Student Venture Program, etc.
- Off-Campus: We enable the pursuit of internships, venture execution, and community research in line with student's mission by leveraging ALC brand and network on students' behalf.

Career Management Skills: Develop the skills I need for the world I aspire to create. Working in conjunction with the academic faculty to continuously demonstrate how the academic program on campus can be put to practical use beyond the walls of ALC. Also influence curriculum development with insights from the communities receiving students. Ultimately this is to set up students to be confident and competent in their career pursuits after ALC.

Professional Development: Learn to thrive as a young professional. We expose students to and train them to forge a strategic set of skills that enable them to do well holistically, i.e. more than their functional job requires. These skills include lessons on how to manage your manager, learn how to onboard yourself, leverage your professional brand and negotiate.

Part IV: STUDENT LIFE

4.1 Vision and Mission

ALC Student Life Departmental vision is to enable our students to embark on a holistic journey throughout which they are able to own their development and growth towards becoming well-rounded leaders at ALC and beyond. Our mission is to empower students to co-design robust and quality programs centered around student support and development, to maintain a safe and well-run campus, and to provide spaces for engagement and positive culture building.

4.2 Signature Events and Culture

4.2.1 Orientation

Orientation is a two-week programme designed for incoming first year students to get acquainted to the ALC system; ranging from the learning model and the rituals to offerings available to support students throughout their holistic journey; academic, leadership, entrepreneurial, and extra-curricular.

4.2.2 Assembly

Assembly serves as a way for the ALC community (students and staff) to connect, reconnect with ALU's vision and values, get updates on campus life and what's going on beyond our walls, academics, and major events, and celebrate each other. Assembly occurs on the third Thursday of each month and is replaced by ALC Awards in the last month of the academic year.

4.2.3 ALC Awards

This is the event of the year where the ALU community gathers to highlight and celebrate the people in our community who have embodied our ALU values, been leaders in different capacities, excelled academically, and those who are committed to building and shaping our community.

4.2.4 Community Lunches and Dinners

Community lunches and dinners are themed free meals for all and an opportunity for students and staff to mingle with "new" faces. In the past we have had them on the second Wednesday of each month but going forward we will have a Community Lunch to kick off the term and a Community Dinner to wrap things up at the end of each term.

4.2.5 Graduation

Graduation comprises a series of rituals and activities which culminate in the Graduation Ceremonies before our graduates depart from our campus. These start with Re Orientation in January, include major events and rituals in the month before such as the Leadership Capstone, class hikes, the graduation ball, and more. All these build up to the Graduation Ceremony where the Degrees and Awards will be presented.

4.3 Residential Life

ALC Mauritius is a residential campus. ALC provides residential facilities on our campus located in Pamplémousses. There are four residence buildings named after ancient African Kingdoms called; Aksum, Kongo, Mapungubwe and Songhai. All residences have shared bathrooms, common areas, and laundry facilities. Each residence is also equipped with an ensuite disability room located on the ground floor. The residence buildings are in close proximity to each other to allow for student cohesion.

The residential life experience falls under the Student Life department. A group of trained, empowered student leaders called Residential Advisors (RAs) drive this experience. Residential Advisors are responsible for creating a holistic, world class residential environment.

RAs play multiple vital roles in the experience of students, in the following ways:

- Being an active first point of support for students to improve residential life
- Engaging in community building activities to strengthen cohesion and the feeling of home in the residence
- Promoting responsible self-conduct by upholding ALC values and policies
- Empowering students to be self-sufficient through modelling and support

4.3.1 Visitor Guidelines

PARENTS & FAMILY

ALC warmly welcomes parents to visit its campus during the school year. Parents are asked to notify the Residential Life team at least 24 hours in advance of any visit in a written communication by email. Upon arrival, parents will be asked to sign in with the receptionist. Family and guests who fail to pre-register will not be allowed entry to campus by Security.

GENERAL VISITORS

In the interest of ensuring campus security and the safety of our students, all visitors must obtain approval from the Residential Life team at least 24 hours in advance of visiting for access to campus. Visitors to campus must first pass through security before being granted access to the grounds and will be issued with a visitor's pass to confirm authorization to be on campus.

4.3.2 Safety And Security

Safety and security at ALC is of utmost importance and will ensure that everyone on campus feels safe and secure.

Awareness and conscientiousness of security will be promoted on campus at all times to ensure that every member of the community takes responsibility and ownership of their own safety and that of others.

4.3.3 Student And Staff ID Cards

Each member of the ALC community will be issued with a unique ID card. This card must be carried at all times while on campus as it represents the student or staff presence on campus.

4.4 Student Leadership

ALC has various leadership positions available to all students including the RAs, SRC, Peer Counsellors and so on. Outside of leadership roles, as an institution with Leadership at the core, we have developed the Student Leadership Programme committed to supporting students grow as leaders during their ALC journey. The vision is to develop high calibre self-driven leaders who can effectively activate and expand the leadership potential of peers and other youth across Africa and step up future leaders for the continent. This so far has been done through leadership bootcamps and interactive sessions leveraging available experts.

4.4.1 Student Representative Council (SRC)

The Student Representative Council works alongside respective ALU administrative stakeholders representing the interests, thoughts and concerns of the student body in accordance with their values of Honour, Integrity, Gratitude and Servitude, to cement student facing processes and systems which promote and sustain a culture of value-driven leadership at ALU.

The SRC has five portfolios: Academic Affairs, ALU Alive, Clubs & Societies, Social Transformation and the Executive Committee. More information on these portfolios and how to get involved is provided by the SRC during Orientation and throughout the academic year.

4.5 Student Ventures Program

At ALU we encourage students to be the drivers of their experience both inside and outside of the classroom. The Student Ventures Program (SVP) gives students a platform to explore their passions and shared interests alongside peers and develop them into entrepreneurial projects. Our offerings provide support in the form of exposure, mentorship, training, and access to resources. Through activities such as the Entrepreneurship Club, SVP Office Hours, external opportunities, and on-campus events, ALU provides a healthy ecosystem for all students to test a wide range of ideas and challenge their ability to creatively solve problems around them. SVP is open to everyone, no matter where they are in their entrepreneurial journey. Students are always welcome to join existing venture projects or come up with an idea for something new.

4.6 Student Support Services

4.6.1 Administration Services

The Office of Student Life is dedicated to helping students, staff, and faculty experience ALC life at its fullest. We support student organizations and initiatives, provide ways to serve or explore the community, as well as health and wellness.

4.6.2 Disability Services

ALC is committed to providing equal access to its educational activities and programmes, and the College aims to provide reasonable accommodation to students with disabilities. Students with special physical or educational needs are encouraged to alert ALC as soon as possible of a request for accommodation.

Please note that accommodations are approved on a case by case basis.

4.6.2.1 Self-Reporting and Request Accommodation

Students must self-report to initiate a process of requesting an accommodation by submitting a Request for Accommodation as soon as possible. The Request Form can be found below.

https://docs.google.com/document/d/1paAW279Z3qAYQHFC_QQn3sdhXrSub_6FeL-mdyTX-Mo/edit?usp=sharing

4.6.2.2 Documentation

Students requesting special accommodations must provide documentation of disabilities and the need for such. Documentation must:

- Reflect the current nature of the disability
- Contain the following information:
 - (i) Specific diagnosis
 - (ii) Date and method of diagnosis
 - (iii) Explanation of how the diagnosis affects activities
 - (iv) impact on access to ALC programmes
 - (v) recommendations for accommodations
- Be completed by a licensed healthcare professional
- Contain the Name, Title, and Professional Credentials of the healthcare professional

If documentation is inadequate in scope or content, or does not address the individual's current level of functioning and need for accommodations, an addendum or re-evaluation may be required.

4.6.2.3 Meeting with ALC Staff

ALC's accommodation process is an interactive process. ALC expects that a student will provide necessary documentation and meet with a member of the ALC administration when requested to do so.

After a student provides necessary documentation (via a student accommodation request) an ALC disability coordinator or designee on campus will review the data and determine whether the student is a qualified individual with a disability and whether the requested accommodation is reasonable within the learning environment at ALC.

4.6.2.4 Determination

ALC's disability coordinator or designee will make the final determination as to whether appropriate and reasonable accommodations are warranted and can be provided to the student. This determination is based upon the documentation provided. Alternative accommodations that provide equal access to the curriculum may be offered instead of the requested accommodation.

If a student believes that the reasonable accommodations are not provided after documentation requirements have been met and ALC procedures have been complied with, an appeal may be made through the appeal process as outlined in the Student Handbook.

4.6.2.5 Notification of Relevant Members of Community

If an accommodation is approved, an ALC disability coordinator or designee will write a letter granting the specific accommodation. This letter will not reveal any medical information about the student, or discuss the student's disability or diagnosis in any way. The student will be given a copy of this letter, and the disability coordinator is responsible for providing this documentation to any relevant professor or faculty member, or other appropriate individual.

4.6.3 Student Health Services

ALC Mauritius supports students' health by providing information and guidance to navigate the Mauritian healthcare system. This information is dispensed during a session during orientation, a session with Linkham Services - the insurance company ALC works with, newsletter updates, office hours and refresher/update sessions.

All students are automatically enrolled with Linkham Services as soon as they land in Mauritius and are fully covered for any medical expenses they incur in Mauritius. However, students have the option of taking another insurance cover and of opting out of Linkham Services. If you wish to do so, you need to provide evidence of being covered with a different insurance company by uploading a proof of cover on the Student Information System on or before September 22nd and inform the Student Life team that you have opted out. You will need to prove that the insurance covers the following:

- Repatriation in case of death
- Catastrophe/emergency cover
- Cover for surgeries and other medical interventions requiring admission at a private clinic

Once you arrive at ALC, you will be asked to fill in a medical insurance membership form. It is important that you fill out this form as soon as you receive it as it allows Linkham to have the information it needs to offer you a comprehensive service. In addition, you will be asked to attend medical checks, which include a chest X-ray, a test for a few diseases and viruses and a consultation with a doctor. These checks are an essential component in the application of your student visa, which ALC does on your behalf.

Linkham Services covers insured students fully for all inpatient treatments, up to a limit. Inpatient treatment are covered 'cashless', which means that the insurance will bill the clinic directly, and the student will not incur any charges. Linkham Services covers insured students to 80% for outpatient treatment, up to a limit. The patient pays upfront for outpatient treatments and makes a claim to Linkham to obtain a reimbursement of 80%. General exclusions, other terms and conditions apply. Psychiatric treatment which previously was not covered by insurance is now claimable.

4.6.4 Student Counselling Services

ALC Mauritius has a wellness team consisting of an onsite psychologist (Wellness Counselor). We offer a variety of Alive 1:1 conversations geared toward supporting the psychological and emotional wellness of the ALC community. The conversations are as follows: Planning, Leadership, Growth, Counselling and Help.

Counselling Conversations

A safe space in which to have a conversation about an ongoing problem currently affecting your ability to function at your best, or to receive support for a recent or ongoing problem that is affecting your overall wellbeing.

Planning Conversations

A safe space here is provided to create a structure for the students' lives. It provides a space to allow students to better outline their goals and strategically focus their direction aiming for a targeted outcome. This may include a conversation around career guidance.

Leadership Conversations

These conversations aim to guide the student in a direction that is in line with their leadership journey. It is a safe space to talk about your goals and challenges as a leader, and how to address these in a constructive and productive manner.

Growth Conversations

A conversation to identify areas in which you would like to develop yourself or your skills and explore how to achieve this. These may relate to your self development or your own physiological developmental bottlenecks or aspirations and how to achieve them.

Help! Conversations

A safe space in which to clarify what is troubling you when you feel there is something wrong but don't know what it may be. It may present with something that you are actually well aware of and just don't know how to go about it yet and it may be detrimental to both your wellbeing and general productivity.

Through Alive 1:1s, ALC creates an environment in which holistic wellness is of utmost importance. These conversations allow our students to engage with all areas of wellness and to explore and create their individual wellness narrative.

ALC also has a Peer Counseling Program. A peer counselor is a student intern who is passionate about helping their fellow students work through and manage the difficulties that may be faced during their education experience. Peer counselors work with the Student Life Team to ensure mental wellness by raising awareness and establishing an atmosphere of open discussion among the student body. The peer counselors also provide Leadership, Planning and Growth, Alive 1:1 conversations.

PART VI: TECHNOLOGY

6.1 Online Learning Platforms

At ALC, our use of learning management systems (LMSs) allows students to benefit from blended learning experiences. Facilitators develop pre- and post-class learning experiences aligned with the learning outcomes of in-class sessions. These learning experiences are delivered using ALUX in Leadership Core and GCU Learn in Degree Programmes.

Additionally, students submit assignments using these systems and can track their progress throughout their learning journey. Facilitators provide individual, group, and general class feedback to students that can be used by students to identify areas of growth and to observe growth over time.

Students will receive training on how to use ALUX during their on-campus orientation period at the start of their programme. They will be introduced to GCU Learn at the start of the second year during re-orientation.

6.2 Technical Support and Resources

6.2.1 Laptops

Personal laptops will be important learning tools at ALC and each student will be required to have one. Students will be responsible for maintenance while the distributor will be responsible for the warranty. In case of loss of the laptop, the student will be responsible to purchase a replacement laptop at their expense. During the orientation period students will be given access to the Learning Management System on their laptops.

6.2.2 Internet Connectivity

There will be Wi-Fi access in all main areas of the campus including classrooms and common areas. Students shall be able to purchase data from various phone companies and internet providers in Mauritius. These include Orange and Emtel. ALC will only provide internet on campus grounds.

6.2.3 IT Support

The IT team at ALC will provide support, monitor and maintain all computer systems, LMS and networks. They will support students to resolve technical issues through email, phone or on site. It is the responsibility of the student to replace or fix lost or broken laptops and must incur any related costs. For any issues, students can contact support.alueducation.com

6.3 Technology Guidelines

Information Technology is a critical component of the ALC experience.

The information technology infrastructure has been designed to provide for the continuous change and adaptations of technology required by the curricular and business needs of the 21st century. The information technology utilized by the ALC community is a very important asset of the institution. Its use by all members of the college community

is governed by this policy and other policies of the college as well as a variety of laws concerned with intellectual property, privacy, confidentiality and theft.

6.3.1 Computer and Network Use

Computers and networks provide mechanisms for protecting private information; attempts to circumvent these mechanisms to gain unauthorized access to private information are treated as violations of privacy.

Students are eligible for ALC computer accounts primarily for educational use. Students who are provided access to ALC computer facilities and to the campus-wide communication network assume responsibility for their appropriate use. Accounts are considered to have tangible value. Attempts to circumvent the accounting system, to use the accounts of others without authorization, or to use accounts for anything other than their intended purposes are all forms of attempted theft. Students should not disclose account passwords or otherwise make the account available to others. Use of ALC's computers and networks for commercial purposes without authorization is prohibited.

Students should not interfere with the functioning of a computer, or disrupt or distract others using a computer. Use of an email system to send fraudulent, annoying, or obscene messages are prohibited. Similarly, messages must not misrepresent the identity of the sender, be sent as chain letters, or broadcast indiscriminately to large numbers of people.

6.4 Data Protection

ALC is committed to a culture that ensures data is both secure and available to those who require access. All policies and procedures are designed to serve as useful guidance to staff and students as well as document strict compliance with all laws and regulations (e.g. GDPR and DPA17).

Data is a vital institutional asset at ALC that must be used legally and ethically. Data records exist largely for the purposes of the business of the college. Requests for data are subject to many considerations, including:

- Data sensitivity
- Compelling institutional need
- Reputational risk
- Confidentiality
- Privacy

Further information on our Data Protection Policy can be found on the ALC website. .

PART VII: MATRICULATION, ENROLMENT & REGISTRATION³

This section outlines the basic principles and processes for matriculation, enrolment and registration into ALC. For further information on the Registration process, see Appendix I on 'Regulations For Taught Student Registration, Suspension Of Studies And Withdrawal'.

7.1 Matriculation

Students Matriculate when they start their studies at ALC. Matriculation is completed when the student has:

- Met any outstanding admissions requirements
- Paid all tuition and related fees due
- Agreed in writing any terms and conditions for the Programme
- Signed the Honour Code (or equivalent if applicable)
- Completed any other requirements specified in Programme Regulations

7.2 Enrolment⁴

Once Matriculated, students are Enrolled on a Degree Programme. Enrolment continues without lapse subject to:

- Satisfactory academic performance as specified in the Programme Regulations
- Good standing as a student without Suspension or Dismissal
- Consistent participation in learning and assignment submissions
- Payment of all tuition and related fees due
- The Maximum Enrolment Time for the Programme
- The Maximum Time after Matriculation for the Programme
- Any other requirements specified in Programme Regulations
- Attendance Requirements

Enrolment lapses (i.e is suspended) if, but not limited to, the following occur:

- A student is Suspended as a result of Misconduct
- Health or other circumstances of the student have changed to the extent that reasonable accommodations made by the Institution are insufficient to enable the student to complete his/her studies.

If Enrolment is suspended, ALC informs the student in writing of the suspension and any requirements for the student to continue to be Enrolled.

Enrolment is terminated if, but not limited to, the following occur::

- A student is Dismissed.
- The student voluntarily withdraws from the Program.
- Enrolment has lapsed for a period of 45 consecutive days and conditions for continued Enrolment have not been met.

³ In cases where GCU and ALC Policies differ, GCU policies shall supersede ALC policies.

⁴ Ibid. Students are encouraged to consult GCU degree programme regulations.

Without the written permission of the Dean or Head of College, no student can be Enrolled on more than one program at a time, whether at the Institution or externally.

7.3 Registration

To participate in learning activities, submit assignments and obtain Academic Credit, students register for specific courses. Registration may be automatic (e.g. for core courses) or elective (i.e. for elective courses). ALC communicates arrangements for Registration on Core and Elective Courses to students during the Programme on a termly basis.

Only an Enrolled student may register for Courses and in accordance with the Programme Regulations. The Transcript records all Courses for which the student registered including those in which the student did not participate in learning and/ or submit assignments. Programme Regulations may specify a period after the start of a Course in which it can be 'dropped' with no record on the Transcript.

7.4 Length of Study

Unless specified otherwise in Programme Regulations or GCU Assessment Regulations, the Maximum Enrolment Time for the Programme is double the normal length of the Programme in the Programme Specification (e.g. 40 months).

The Maximum Time after Matriculation is the absolute maximum length of time after the date of Matriculation for which the student may remain Enrolled. This is:

- 5 years for postgraduate and non-bachelor undergraduate programmes
- 8 years for Bachelor and Doctoral programmes

A suspension from studies will normally only be granted for a maximum of 1 academic year at a time. Students will normally only be granted 2 non-concurrent periods of suspension from a programme of study. Students may normally suspend their studies up to a total of (2) two years.

7.5 Suspension of Studies

Students may request to suspend their studies for a period of up to one year at a time. During A suspension of studies:

- Student enrolment lapses
- No fees are payable
- There is no access to Institution or Programme facilities, learning resources and teaching

There is no automatic right to a Suspension of Studies. Students are required to obtain formal authorization from the Dean, Head of College or designee.

Students are notified in writing of the outcome of a request for a Suspension of Studies. If a request is authorized, this may be subject to reasonable conditions. The notification states:

- There is no guarantee that completion of the same Programme on which the student was Enrolled is possible
- Re-Enrolment on the Programme may involve the repeat of previous Courses, taking of new Courses or other academic activity to enable a transition back into the Programme
- Fees for Courses after e-enrolment are payable at the rate in force at the time of re-enrolment
- If Programme has been modified or closed, ALC makes reasonable efforts but no guarantee to:
 - Enable completion of the Program with a different combination of Core and/ or Elective Courses, or
 - Offer a suitable alternative Programme including full or partial Transfer Credit for Courses already passed, or
 - Identify a suitable external program and assist in the transfer to that program

2.8.2 At least 30 days before the end of a Suspension of Studies, (or earlier if required by Program Regulations), the student must notify ALC through the online Registration Process whether;

- A. A further suspension of studies is requested.
- B. The student intends to re-enroll.

In either case the highest academic decision maker (e.g. Dean, Academic Director) authorizes the arrangements for re-enrollment including any changes to the Programme on which the student was Registered and the meeting of any conditions for re-enrollment.

7.6 Withdrawal/ Dismissals

ALC has in place a range of policies, procedures and guidance to support students who are uncertain about whether to continue with their programme or who are not engaging adequately with their programme. ALC recognises, however, that some students will decide to withdraw from their programme and that some students will demonstrate a level of engagement that is not compatible with their continued enrolment on their chosen programme.

The procedures provide for distinct categories of withdrawal from the ALC:

- Voluntary exit at the request of the student;
- Unofficial withdrawal when ALC has not received a notice from the student that the student has ceased or will cease attending school.
- Assessment Withdrawal by an Assessment Board in situations where a student has failed academically and has exhausted all attempts to pass modules and progress in a programme
- Withdrawal by an Assessment Board in situations where a student has consistently demonstrated an unacceptable level of engagement.

- Withdrawal from ALC where no financial arrangements could be agreed upon in order to facilitate the studies and stay of the student.
- Withdrawal by ALC through the Procedure for the Expulsion of Students for Disciplinary Reasons (“Dismissal”), where sufficient grounds are established under the Student Code of Conduct or the Terms & Conditions signed upon admission.

Students may appeal in writing to the Dean, Head of College or GCU. Valid grounds for an appeal are:

- Procedural error sufficient to affect the Dismissal
- Substantive bias in decision-making in the Dismissal
- New evidence that was not available at the time of Dismissal
- Disproportionate penalty for Misconduct

For further information on appeals, see Part IX: Appeals

PART VIII: CONDUCT POLICY & DISCIPLINARY ACTION⁵

8.1 Student Code of Conduct

By accepting admission to and enrolling at the ALC, students are obligated to align with the values of ALC, the Student Code of Conduct, Student Housing & Residence Life rules and any other Programme rules or regulations. The full Student Code of Conduct can be found on the ALC website.

Any member of the ALC community may file a formal complaint against a student or against a student group alleging violation(s) of the Student Code of Conduct. There is no time limit on reporting violations of the Student Code of Conduct, and anonymous complaints are permitted. A report of alleged misconduct should be made to the Chair of the Disciplinary Committee (disciplinarycommittee_mu@comms.alueducations.com), together with any evidence and the names of others who may be able to assist (e.g. witnesses). Making malicious or knowingly false allegations of Misconduct is itself Misconduct.

Disciplinary Action may be taken in circumstances including, but not limited to:

- A breach of the Student Code of Conduct;
- A violation of Programme Regulations or other Institution policies or regulations, for example IT or Drug policies;
- Behaviour that disrupts or interferes with the running of the Institution (academic or non-academic), including student societies and accommodation;
- Reasonable suspicion of fraud, deceit or dishonesty in relation to the Institution (e.g. falsification of application documents);
- Arrest or conviction of a criminal act that could affect the reputation of the Institution and/ or the functioning of the Institution as an educational community;
- Unjustifiable infringement of freedom of thought and expression in the Institution, or obstruction of others in the Institution;
- Behaviour in a manner which brings the Institution into disrepute (without prejudice to the right to fair and justified comment and criticism);
- Behaviour in a way which causes, or is likely to cause, injury or damage to people or property within the Institution;
- False, frivolous, malicious or vexatious complaints.

The unexcused failure of a student to appear and/or respond to the disciplinary process will not prevent ALC from proceeding with disciplinary proceedings.

In exceptionally serious cases, the Chair of the Disciplinary Committee may reserve the right to exercise her/his authority of interim suspension pending the outcome of Disciplinary Action. A Suspended student may not attend classes, enter the Campus or use other facilities such as IT services. The Enrolment of a Suspended Student lapses.

⁵ *In cases where GCU and ALC Policies for Matriculation, Enrolment and Registration differ, GCU policies will supersede ALC policies.*

The Chair of the Disciplinary Committee notifies the student of the allegation and arranges for an investigation of the alleged Misconduct including obtaining evidence from relevant parties. The student has the opportunity to make a written response to any allegations, including any extenuating circumstances.

8.2 On-Campus Non-Academic Violations

On-campus violations of the Student Code of Conduct will usually result in internal disciplinary action, although in some instances the institution may call upon external authorities and file charges or claims. In particular, misconduct by members of ALC or others that inflicts or threatens to inflict personal injury or serious damage to property, that severely impairs essential functions of ALC, or that cannot be adequately handled by the institution, may - at the discretion of the Chair of the Disciplinary Committee or other senior administrator - be reported to local authorities.

Allegations of on-campus violations by persons who are, for whatever reason, withdrawn, suspended, whose degrees have been withheld, or have suspended their studies from ALC will be evaluated before these persons may resume studies. The results of such investigations may have an effect upon a student's eligibility for re-registration or re-enrollment.

8.3 Off-Campus Non-Academic Violations

While ALC does not, in principle, impose disciplinary action for off-campus violations, judgments about these incidents will be assessed on a case-by-case basis. Discretion in such matters will rest with the Head of College, Dean of Faculty or other senior administrator.

8.4 Hazing

Hazing may include, but is not limited to, any action taken or situation that either intentionally or unintentionally endangers the mental or physical health, safety, or welfare of any person within the community, or that destroys or removes public or private property, for the purpose of initiation, participation, admission into, affiliation with, or as a condition of continued membership in a group or organization.

Participation or cooperation by the person(s) being hazed does not excuse the violation.

8.5 Disciplinary Committee

The Disciplinary Committee is composed of members of ALC staff and is responsible for addressing matters pertaining to issues of misconduct at ALC.

The Disciplinary Committee decides whether Misconduct took place on the basis of 'balance of probabilities'. The Disciplinary Committee will oversee the investigation process and deliver its response which may or may not include a penalty depending on the outcome of the investigation.

Penalties as result of Misconduct may include, but are not limited to:

- Reprimand: a written warning to a student, added to a student's permanent record (for a fixed period or indefinitely), including notice that further Misconduct will result in more severe penalties.
- Apology: a formal letter of apology, either private or public, to an individual or organization within or outside the Institution
- Restitution: a full and complete reimbursement for damage to, or destruction of the property of the Institution or others.
- Termination of Institutional financial aid and/or scholarship support
- Suspension, for a fixed period of up to one academic year
- Dismissal, to be confirmed by the Head of College, Dean, or Programme Director

If Misconduct took place the student, may be placed on Disciplinary Probation for a given period in line with ALC's procedures. Disciplinary Probation may include conditions such as:

- Restricted access to Campus and/ or Institution facilities and events
- Termination of Institutional employment
- Required participation in specified activities
- Loss of privilege to represent the Institution
- Not holding office in Institution-approved organizations
- Denial of campus rotation for a specified time

8.6 Honor Code

All students are asked to note that by accepting an offer of a place at ALC, acceptance is made on the understanding that they undertake to observe the Statutes, Ordinances and ALC Regulations, and to comply with such other rules and regulations which ALC may make for its' students, conduct, welfare and discipline. The ALC Honor Code expresses the importance of honesty and respect shared by the ALC community, as follows:

INTEGRITY

I will represent myself accurately and completely in my work, my words, and my actions in academic and non-academic affairs.

RESPECT FOR OTHERS

I will be patient with and understanding of fellow community members, and considerate of their inherent dignity and personal property. I will care for community resources and facilities so others may effectively use them.

PASSION FOR THE WELFARE OF ALC

I will be a steward for the welfare of ALC through a spirit of cooperation, concern for others, and responsibility for the reputation of the ALC.

OPENNESS TO CHANGE



ALC Student Handbook

I will be receptive to change, supportive of innovation, and willing to take risks for the benefit of the community.

DO SOMETHING

I will strive to better my community and myself and take responsibility for my own behavior. When I become aware of a violation of the Honor Code or an issue within the community, I will take action towards resolution of the situation. I expect others to do the same.

PART IX: APPEALS⁶

9.1 Academic Appeals

A student who wishes to exercise their right to an Academic Appeal at ALC must do so in line with GCU's Academic Appeals Policy and Procedures.

https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gag/docfiles/assessmentregulations/Academic_Appeals_Policy_and_Procedures.pdf

A student may appeal against a Disciplinary Committee decision, Academic Integrity Decision or Assessment Board decision if the student feels there may have been:

- Sufficient procedural error
- Substantive bias in decision-making
- New evidence that was not available at the time of a Disciplinary Committee or Academic Integrity Committee hearing
- Disproportionate penalty

9.2 Non-Academic Appeals

A student may appeal against an ALC Disciplinary Committee decision to the Head of College, Dean or Programme Director, if she/he feels there may have been a fault in the conduct of the Disciplinary Hearing. In the case of an application for an appeal to a decision of the Disciplinary Committee, ALC may appoint an Appeal Committee with members who have not previously been involved in the case.

The student may be asked to attend a meeting with the Appeal Committee which can be face to face if feasible or by video or telephone conference.

The Appeal Committee may review the outcome of the Disciplinary Committee considering the Misconduct, the evidence and process by which it was handled.

The Appeal Committee may:

- Investigate to provide further evidence
- Consult with the student and other involved parties either individually or together
- Propose alternative penalties

Upon receipt of a final determination from an Appeal Committee, a case is considered closed. All Appeal Committee decisions are final. Students are advised that repeatedly contacting a faculty, administrator or other member of the ALC community prior or during an appeal may constitute harassment under the Student Code of Conduct.

⁶ *In cases where GCU and ALC Policies for Matriculation, Enrolment and Registration differ, GCU policies will supersede ALC policies.*

PART X: FINANCE & FUNDING

10.1 Tuition and Payment Policy

All tuition and fees for the academic year must be paid prior to the start of classes unless the student has enrolled in an installment plan. If the student's account is past due, ALC may assess late fees based on the outstanding balance due.

In the event that the student's account is past due, the school reserves the right to suspend all student privileges, including participating in classes and events until the financial obligation to ALC has been met. Continuous non-payment may result in dismissal from ALC.

The following is a non-exhaustive list of potential ramifications for non-payment. Please work with the ALU finance team to ensure your payments are timely:

- **Registration Block:** Student is blocked from registering for courses
- **Finance Hold:** A hold placed on the student account that restricts the release of grades, transcripts and diploma. Students can continue to take courses throughout the programme.
- **Finance Suspension:** Finance Hold plus Registration Block to enroll and attend future terms at ALC. Students can complete the existing term.
- **Finance Dismissal:** Finance Hold, Finance Suspension plus student is removed from class and dismissed from the programme.

10.2 Refund Policy

If a student withdraws from a programme the following refund principles will apply.

	Request Period	Percentage Refunded
Tuition	Before the start of an academic term	100% of the amount paid
	Between first and 14th day of an academic term	70% of amount paid
Meal Plan	Before the start of the academic year	100% of amount refunded
	Between first and 14th day of an academic term	70% of amount refunded
Housing	Before the start of the academic year	100% of amount overpaid
	Between first and 14th day of an academic term	70% of amount refunded

Please note the following:

- Insurance and medical check-up costs are non-refundable as these are remitted to third parties.
- All refunds are paid net of any amounts owed to the company and are subject to administrative fees
- All overpayments, ie more money is paid than invoiced, are refunded 100%
- Any refunds processed after the 14th day of an academic term will be applied as credit not as a cash refund, unless the student is permanently withdrawn from ALC.
- The Head of College will advise on any other refund decisions in exceptional circumstances

10.3 Refund Eligibility

Refunds can be requested by students provided they have the written consent or permission of the remitter of the funds. The remitter of funds will be determined as the remitter stated on the proof of payment submitted by the student.

All transaction fees associated with refunds will be the responsibility of the recipient, i.e bank charges and other fees that may be incurred during the process of issuing the refund will be deducted from the refund amount.

Note: *Refund requests from students will need to be confirmed by the remitter of funds as determined above. Without this confirmation, the refund will not be processed. Requests for refunds under \$300 will be processed only as credit, not as payments.*

The following payments are eligible for a refund:

- Tuition Payments and Overpayments
- Meal Plan Payments and Overpayments
- Housing Payments and Overpayments

Note: *Line items found on student invoices which are not mentioned above are non-refundable.*

10.4 Method of Refund

Credit Note - Student's account is credited with an amount that can be applied to future invoices.

Bank transfer - Funds will be transferred into the bank account provided in the request. Charges associated with the transfer will be passed on to the student/the recipient of the funds.

PART XI: EMERGENCY CONTACTS

ALC Emergency Contacts

Role	Email
Student Life	studentlife_mu@alueducation.com
Residence	reslife@comms.alueducation.com
Beau Plan - Front Desk	frontdesk@alueducation.com
Registrar's Office	registrar_mu@alueducation.com
Academic Office	academics_mu@alueducation.com
Transport	studenttransport@alueducation.com

Mauritius Emergency Contacts

Resource	Telephone Number
General Emergency Number	999
Police (North)	264 9709 /10
Fire Services	115
Crime Stoppers	148
Port Police	242 5546/ 3113

APPENDIX I - REGULATIONS FOR TAUGHT STUDENT REGISTRATION, SUSPENSION OF STUDIES AND WITHDRAWAL

1.1 INTRODUCTION

1.1.1 These policies cover students who are undertaking a credit bearing programme or module of study awarded by Glasgow Caledonian college (GCU) at the African Leadership College (ALC). This policy is in line with GCU's Regulations for Taught Student Registration, Suspension of Studies and Withdrawal.

1.1.2 This Policy will apply to the following persons:

- A. all students registered with the ALC.
- B. students who are studying remotely due to extenuating circumstances and who have received clearance from ALC and GCU to study remotely.
- C. students who are internship and are therefore undertaking remote modules in this regard.

1.1.3 Only a fully registered student may undertake a programme of study leading to a GCU awarded degree, have access to relevant services and facilities (including attendance at classes, and assessment), and be entitled to the rights and privileges of ALC membership as a student.

1.1.4 Upon admission, a student must complete a formal registration process with ALC. This includes the completion of a registration entry as well as an understanding and undertaking to the terms and conditions of GCU and ALC. They will then be a registered student.

1.1.5 Thereafter, until the end of their programme of study at the start of each term, a student is required to complete a formal online registration process, unless for other reasons set out in policies such registration is not allowed or is not appropriate. Completing the re-registration process will renew their status as a registered student for that term.

1.1.6 During an academic year a registered student may stop being a registered student either temporarily or permanently, in circumstances specified by GCU's Assessment Regulations as well as their academic and non-academic standing defined by ALC policy.

1.1.7 Re-Registration for continuing students is subject to students having satisfied their conditions for progression to the next level or stage of their programme as set out in the GCU Assessment Regulations and ratified by the Programme Assessment Board.

1.1.8 For students who have suspended their studies, re-registration with the institution does not signify satisfactory academic standing. Once a student is registered post suspension of studies, they will have to comply with the academic requirements needed in order to bring them into satisfactory academic standing.

1.1.9 Registration into a new term does not indicate whether or not a student has passed based on the decision of an Assessment Board. If the decision of the Assessment Board reflects the poor academic standing of the student, the relevant policies will apply. This may include suspension or withdrawal from an academic programme.

1.1.10 If a matriculated student (a student who is registering for the first time with ALC) fails without good reason to complete the formal registration process (as defined in policy below) by the deadline, they will not be a registered student for that academic term and they will be unenrolled from ALC.

1.1.11 If a continuing student (a student who has undergone the registration process in the past) fails without good reason to complete the formal re-registration process (as defined in policy below) by the deadline, they will be suspended from study. Such a student may be allowed to register for that academic term in exceptional circumstances, approved by the Dean of Students and Dean of Faculty via supporting documentation provided to the Registrar's Office, and may be required to pay a late registration fee.

1.1.12 A student's registration may be suspended if the Academic or Non-Academic Disciplinary Committees establishes that there has been a significant breach of the Student Code of Conduct has been committed by the student and where ALC is of the view that the alleged breach has, or may, impact on the ALC community or the student's suitability to remain registered as a student, including circumstances where misconduct may also constitute a criminal offence.

1.1.13 A student's registration may be withdrawn if they are in breach of the law in a manner that makes them ineligible to satisfy the attendance requirements of their programme of study.

1.2 REGISTRATION PROCESS

1.2.1 The registration process will start at least 2 weeks before the start of every academic term and end after the 2nd week of the start of the term.

1.2.2 ALC will formally communicate the open and end dates for registration to students via the Student Information System (SIS) and ALC email in advance of each term.

1.2.3 In order to complete the formal registration process students must undertake the processes as outlined below:

	First Time Registration into ALC (Matriculation)	Re-registration into a term at ALC
<p>1. Complete the Online Registration Process</p> <p>Students will need to log into the ALC SIS platform to complete registration.</p> <p>During this process students will have to:</p> <ul style="list-style-type: none"> i. Confirm that they will adhere to all ALC regulations and policies during their period of study.⁷ ii. Confirm their housing and meal options during their time of study and date of arrival if applicable. 	✓	✓

⁷ Students will also be required to agree with GCU Terms and Conditions for ALC Mauritius Students

<p>iii. Check for accuracy and completeness of the information held by the ALC regarding their relevant personal details, emergency contact details and their programme of study and add or amend such information as necessary on the SIS.</p>		
<p>2. Attend ALC Orientation Registration Event</p> <p>Students must attend the Registration exercise during their Orientation with a valid passport and or national identification to confirm their identity and receive their student ID card.</p>	<p>✓</p>	

1.2.4 Students will have the opportunity to suspend their enrollment for the upcoming term during the registration process (details are captured under the Suspension of Studies documentation).

1.2.5 ALC will send confirmation of students' registration to GCU when the registration window closes.

1.2.6 Students recorded as being in poor financial standing will not be able to register for the term until the Finance Office has approved otherwise. This must be resolved before the end of the registration period or the student will be suspended from study.

1.3 RIGHTS OF REGISTRATION

1.3.1 Registered students are duly recognised as full members of the ALC community and accrues all the benefits that come with it.

1.3.2. Registered students have the right to attend classes and sign into the required LMS platforms.

1.3.3 Registered students have full access to ALC facilities including ALC housing and meal plans where applicable.

1.4 CONTACT DETAILS

1.4.1 It is essential that the ALC has accurate and up to date information about each student's personal contact details, in order to contact them, or their guardians in a timely manner. Students must keep ALC informed of any changes to personal details including emergency contact details. Details of the procedure for students to update their contact details are available via the SIS platform.

1.4.2 In order to complete each formal registration process a student must amongst other things check for accuracy and completeness of the information held by the ALC regarding their relevant personal details, emergency contact

details and their programme of study; and amend such information as necessary via the Student Information System or an email to the ALC Registrar's Office.

1.5 DATA PROTECTION

1.5.1. With regard to registration, student data is held by ALC and within the systems managed by the institution.

1.5.2 Student data is available to staff members from the Registrar's Office.

1.5.3 The Registrar's Office is responsible for ensuring that information is kept safe and secure. Student information may be shared with other ALC departments for academic, administrative, pastoral and health and safety reasons.

1.5.4 Student data will be shared with GCU as the awarding body of the degree programmes at ALC and for the purposes of maintaining student records and managing academic processes associated with student assessment, progression and award.

2 SUSPENSION OF STUDIES

2.1 INTRODUCTION

2.1.1. Students may, for a variety of reasons, want to suspend their studies. Students should make their request to ALC via the Registrar's Office, who will communicate this to the relevant GCU Programme Lead and ALC Academic Office. It is for the GCU Program Lead to decide whether or not to approve the suspension, considering the guidance below.

2.2 EFFECTS OF SUSPENSION OF STUDIES

2.2.1 When a student's studies are suspended, their registration with ALC and GCU will be temporarily suspended and all relevant authorities will be informed. It is the student's responsibility to ensure that any sponsor or legal requirements are complied with during the period of suspension.

2.2.2 A student whose registration is suspended is not entitled to attend any teaching, or take any assessments. In addition, students will not be required to pay tuition and housing fees during the duration of their suspension.

2.2.3 Students are subject to relevant policies of ALC, such as the ALC Library Policy and the Student Code of Conduct. With regard to suspension and the implication thereof on the student and their status in Mauritius, the student should in the first instance reach out to the Registrar's Office who will communicate this to GCU Programme Lead and ALC Academic Office and relevant faculty in ALC.

2.2.4 The timing of a student suspending their studies may have an impact on their academic outcome and ability to progress, as per paragraph 2.5.3

2.3 REASONS FOR AGREEING TO REQUESTS TO INTERRUPT STUDIES

2.3.1 The considerations to be applied by the GCU Programme Lead and ALC Academic Office in making this decision should include:

- i. Whether suspension of studies is inevitable owing to extenuating circumstances such as injury, illness, or unavoidable family commitments or
- ii. The reasons cited by the student indicate that it would genuinely be in their best academic, financial, or personal interest to interrupt their studies and
- iii. Significant syllabus changes are not likely to occur during the period of interruption such as to make it difficult for the student to resume their studies.

2.3.2 ALC and GCU may wish to consider or request supporting evidence for instance from medical or counselling services before agreeing to an interruption.

2.4 STUDENT FINANCING

2.4.1 ALC is not able to guarantee the resumption of any external grant or loan. If a student suspends their study and returns to repeat a term the student will be charged the appropriate tuition fee for the repeat period of study.

2.4.2 It is a student's responsibility to consult their funding body before interrupting their studies.

2.4.3 Students who wish to suspend their studies in the middle of a term and in between a stipulated pay point or deadline, should refer to the ALU Refund Policy for information regarding payment structures and deadlines.

2.5 TIMING OF SUSPENSIONS

2.5.1 The interruption of study of taught course students will normally begin from the end of a Term (i.e. after the end of the examinations attached to that term) so that there is a clearly identifiable point at which a return to studies should occur.

2.5.2 An interruption of study may begin immediately in cases where a student's absence from the college is unavoidable or urgently required.

2.5.3 Students who suspend their studies after the midway point of a module delivery will be deemed to have attempted the module assessments. In these cases, students who are affected by circumstances beyond their control must use the Consideration of Mitigating Circumstances procedure.

2.6 PERIOD OF SUSPENSION AND MAXIMUM PERIOD OF STUDY FROM INITIAL REGISTRATION

2.6.1 A suspension from studies will normally only be granted for a maximum of 1 academic year.

2.6.2 Students will normally only be granted only 2 non-concurrent periods of suspension from a programme of study.

2.6.3 Students may normally suspend their studies up to a total of (2) two years. All suspensions are considered case by case and not blanket rule.

2.6.4 In the case of mitigating circumstances where would seem insensitive to designate a date of return to studies , the student may be informed that the suspension is for an indefinite period but subject to review after a 12 month period. In this case, the ALC Registrar's Office will need to confirm on an annual basis whether the suspension is continuing. In some cases, it may be appropriate for ALC to require a student to provide medical certification of fitness to return to study before allowing re-registration to occur.

2.6.5 ALC requires all students to complete their programme within a set period after initial registration regardless of individual circumstances. These maxima are based on GCU's Assessment Regulations. A student will not be allowed to suspend their studies if that would result in it being impossible for that student to complete their studies within the defined timeframes or those imposed by external requirements or individual programme specifications.

2.7 INVOLUNTARY SUSPENSION OF STUDIES

2.7.1 There are circumstances when it is necessary for ALC to suspend the studies of a student for a period of time.

2.7.2 Such circumstances may include:

- A. Awaiting the outcome of an Academic or Non-Academic Disciplinary Committee decision (weighed on a case by case basis, depending on the severity of the case);
- B. A student requiring a visa to study on campus and no longer has valid leave to remain;
- C. Other instances where the student is not able to attend ALC for a period of time but unable to go through the voluntary suspension process.

2.8 RETURN TO STUDY

2.8.1 When a student returns they should be aware that changes to the curriculum of their programme and individual modules may require them to re-take some elements, as per section 17.2 of GCU's Assessment Regulations for Undergraduate programmes.

2.8.2 At least 30 days before the end of a Suspension of Studies, (or earlier if required by Program Regulations), the student must notify ALC whether;

- A. A further suspension of studies is requested;
- B. The student intends to re-enroll in which case the highest academic decision maker (e.g. Dean, Academic director) authorizes the arrangements for re-enrollment including any changes to the Programme on which the student was Registered and the meeting of any conditions for re-enrollment.

2.9 CRITERIA AND CONDITIONS

2.9.1 During a period of suspension of studies the following conditions will apply unless specific permission for a variation has been given by Deans of Faculty and Dean of Students.

- A. Students are expected to spend their time away from ALC;
- B. Students are expected to leave ALC accommodation;
- C. Students are not permitted borrowing rights from ALC Library or access to GCU Library;
- D. Students are not permitted to attend classes either formally or informally;
- E. Students are not permitted to access the GCU or ALC learning management system;
- F. Students will continue to have access to their ALC and GCU email facility.

3 WITHDRAWAL

3.1 INTRODUCTION

3.1.1 ALC has in place a range of policies, procedures and guidance to support students who are uncertain about whether to continue with their programme or who are not engaging adequately with their programme. The college recognises, however, that some students will decide to withdraw from their programme and that some students will demonstrate a level of engagement that is not compatible with their continued enrolment on their chosen programme.

3.1.2 Withdrawing from a module is not the same as withdrawing from a Programme of Study. Students wishing to withdraw from a module of study should contact their Programme Administrator to ascertain the necessary local procedures to follow.

3.1.3 The procedures provide for five distinct categories of withdrawal from the ALC:

- A. Withdrawal at the request of the student;
- B. Withdrawal by an Assessment Board in situations where a student has consistently demonstrated an unacceptable level of engagement.
- C. Withdrawal by an Assessment Board in situations where a student has failed academically and has exhausted all attempts to pass a module.
- D. Withdrawal from ALC where no financial arrangements could be agreed upon in order to facilitate the studies and stay of the student.
- E. Withdrawal by ALC through the Procedure for the Expulsion of Students for Disciplinary Reasons, where sufficient grounds are established under the Student Code of Conduct or the Terms & Conditions signed upon admission.

3.2 WITHDRAWAL AT THE REQUEST OF THE STUDENT / VOLUNTARY EXIT

3.2.1 Students who are considering withdrawing from ALC are advised to discuss the matter with their ALC Faculty in the first instance before they make a final decision. Depending upon the reasons the student has for considering withdrawal, the ALC Faculty, having consulted the GCU Programme Lead, may be able to refer the student to sources of specialist advice such as the ALC Learning Support Services and the Student Wellness Counsellor's Office.

3.2.2 Students who wish to discuss the detailed financial implications of withdrawal should be advised to contact the ALC Finance Office at finance@alueducation.com.

3.2.3 Students should refer to the Student Refund Policy and Student Credit Control Policy in the first instance.

3.2.4 If a student decides to withdraw then they should complete the online Student Withdrawal Form, available on the ALC Support page (<https://support.alueducation.com/>)

3.2.5 The Registrar's Office will then follow the appropriate Standard Operating Procedure relating to the withdrawal of a student, including informing GCU and external agencies (such as funders, ALFC, Immigration authorities as necessary).

3.2.6 Students who withdraw and then wish to re-join, must make a fresh application to the college. There is no guarantee that an offer of a place will be made.

3.3 WITHDRAWAL BY THE COLLEGE DUE TO LACK OF ENGAGEMENT (ACADEMIC OR OTHERWISE)

3.3.1 ALC, in reference to GCU's Regulations for Taught Student Registration, Suspension of Studies and Withdrawal may withdraw students who fail to demonstrate an acceptable level of engagement either academically or otherwise.

3.3.2 Such Situations include:

- A. Lack of attendance at expected classes or lack of engagement/attendance while on Placement (as per the ALC Student Attendance & Engagement Policy).
- B. Students who fail to return to the next stage/level/year of their studies and do not apply for a suspension.

3.3.3 For students who are failing to meet the minimum engagement requirement set in the ALC Student Attendance & Engagement Policy (3.3.2A), ALC shall follow the procedures as laid out in that policy

3.3.4 For international students who are in the country with a visa sponsored by the college and fail to engage at an attendance check point (3.3.2B), the ALC Registrar's Office will withdraw the student, informing the student, GCU and all necessary external agencies).

3.3.5 In such circumstances the student's visa sponsorship will cease and they will have to return to their home country. Their last date of attendance will be based on their last date of in-class attendance per ALC Attendance Policy.

3.3.6 For any international students who are in the country with a visa sponsored by ALC, their sponsorship will cease and they will have to return to their home country.

3.4 WITHDRAWAL DUE TO ACADEMIC FAILURE

3.4.1 Where a student has failed academically, as per the GCU Assessment Regulations, then the appropriate Assessment Board will require the student to withdraw.

3.4.2 In such circumstances, the student will receive notification of the decision of the Assessment Board via the notification of results process.

3.4.3 In such circumstances the ALC Registrar's Office will formally inform the student of their withdrawal using the last date of the preceding Exam diet as the last date of attendance.

3.5 WITHDRAWAL BY THE COLLEGE DUE TO A DISCIPLINARY ACTION

3.5.1 A student may be withdrawn from their studies, following the outcome of a major student disciplinary action from either the ALC Academic Disciplinary Committee or the Non-Academic Disciplinary Committee.

3.5.2 The ALC Non-Academic and Academic policies set out the conditions under which a student can be withdrawn from the institution.

3.5.3 A student may also be withdrawn from their studies following the outcome of an action from the GCU Senate Disciplinary Committee (SDC) as per the GCU Code of Student Conduct. This will be the case when the penalty is expulsion.

3.5.4 The GCU Code of Student Conduct outlines the GCU policy and associated procedures.

3.5.5 For any international students who are in the country with a visa sponsored by ALC, their sponsorship will cease and they will have to return to their home country.

3.6 WITHDRAWAL BY THE COLLEGE DUE TO POOR FINANCES

3.6.1 The withdrawal of a student is managed by ALC on a case by case basis, however, the general settings in this regard are as follows:

3.6.2 First instance suspension - Suspension in the first instance is where ALC suspends a student temporarily, until the student can provide evidence that they have the financial capacity to fund their fees and stay in Mauritius.

3.6.3 Suspension in the first instance may lead to withdrawal from the programme if the suspension is for more than one academic year. (see 2.6.1 for more details)

3.6.4. Second instance suspension - Suspension in the second instance is where a student has been registered after having undergone a period of suspension due to financial incapacity and then fails going forward, to fulfil their financial obligations. In such instances, ALC reserves the right to permanently withdraw the student from the academic programme.

3.6.5 Students who have been permanently withdrawn from an academic programme are welcome to apply to ALC in the future, however, this will be a new application where the prior studies of the student may be considered as 'Recognition of Prior Learning (RPL) as per the GCU and ALC Admissions policies.

3.7 APPEAL AGAINST WITHDRAWAL

3.7.1 For Academic Cases - Students who believe that there was an administrative procedural error leading to their withdrawal by an Assessment Board should use the Academic Appeals route to appeal the decision.

3.7.2 The GCU Code of Student Discipline contains a process for appeal and should be followed if a student wishes to appeal a SDC or ALC decision of expulsion.

3.7.3 For Non-Academic Cases - Students should refer to the ALC Appeals Process for guidance regarding appeals of decisions of the ALC Non-Academic Disciplinary Committee.

3.8 IMMIGRATION REQUIREMENTS WITH REGARD TO STUDENT ATTENDANCE AND ENGAGEMENT

3.8.1 The same attendance requirement is set for all students, regardless of their nationality. However, international students are informed that satisfactory attendance and engagement in line with the ALC Student Attendance & Engagement Policy is required in order to maintain their student visa status in Mauritius.

3.8.2 Failure to meet the minimum attendance criteria therefore extinguishes their resident status in Mauritius.

3.8.3 Mauritian Immigration Authorities may be informed if a student is withdrawn for attendance purposes.

3.8.4 ALC reserves the right to share personal information with Mauritian Immigration Authorities for administrative and legal purposes.

APPENDIX II - ATTENDANCE POLICY

1. PURPOSE

Providing a student experience of the highest possible quality is something that the African Leadership College (ALC) in partnership with Glasgow Caledonian University (GCU) takes very seriously. Promoting and encouraging student engagement with all aspects of their learning experience is a key aspect of this.

ALC and GCU need to be able to monitor the engagement and attendance of students for the following reasons:

- To aid the retention of students by allowing early identification of those students at risk and allow timely interventions to be made in terms of academic and personal support.
- To enable notifications of withdrawals/suspension to be made on time so that external stakeholders are informed in a timely manner.
- To meet the regulatory requirements placed on ALC to report absences to external bodies. These bodies include accreditors, the Passport and Immigration Office, Professional Statutory Bodies, and sponsors where they are funding/co-funding course fees.

2. KEY PRINCIPLES

2.1 Students are active participants in their learning experiences and must take responsibility for achieving their potential through successful completion of each stage of their studies.

2.2 Monitoring engagement and attendance can provide an indication of student commitment, motivation and any difficulties which require intervention.

2.3 Regular and sustained engagement is closely linked to attendance and academic achievement. Students who regularly attend classes and engage with all forms of learning (including online and out-of-class) are more likely to enjoy a rewarding experience in which core skills and abilities, such as team-working, are developed.

2.4 Engagement and attendance are key components in student experience, retention, progression and achievement.

2.5 Meeting attendance expectations enables students to develop employability attributes such as professional ethos.

2.6 GCU and ALC will ensure that effective mechanisms are in place to both identify students considered to be at risk and offer appropriate support and guidance.

2.7 ALC has a dual duty of care for students with visas in terms of providing appropriate support to their international students studying in Mauritius and meeting Mauritian Government Visa Requirements.

3. DEFINITIONS

3.1 A student is considered to be present when they are physically present and actively engaged throughout the duration of a class and have their attendance recorded before or at the start of a class.

3.2 A student is considered to be late if their attendance is recorded as having arrived more than one minute and less than 15 minutes after class has begun.

3.3 A student is considered absent if their attendance to class is not recorded or recorded as having arrived more than 15 minutes late. This also applies if they fail to engage in class and do not provide satisfactory reasons and/or evidence to explain this.

3.4 A student's absence is considered excused when they are not present or late and provide a satisfactory reason and/or evidence to explain this. Faculty members can excuse students for absences lasting up to a week. A ranking member of the Academic Office (e.g. a Dean or Academic Director) can excuse students for absences extending longer than a week.

3.6 An attendance threshold is the minimum acceptable level of student attendance in compulsory facilitated sessions for a given term. Should a student not meet the attendance threshold for a module, the student will be subject to the measures described in section 9.

4. STUDENT RESPONSIBILITIES

Students are responsible for:

4.1 Being on time and present in all timetabled learning/teaching sessions associated with their programme of study;

4.2 Actively engaging and participating in all learning activities;

4.3 Arriving promptly for the start of each class and promptly again at the end of mid-class break, if any;

4.4 Engaging in online learning activities as required, taking into account the expected level and frequency of engagement as outlined in each module handbook;

4.5 Notifying the program faculty account in advance via email that they expect to be late or absent from timetabled classes;

4.6 Notifying the program faculty account in respect of any unplanned or unforeseen absences from classes as soon as practically possible;

4.7 For absences lasting more than 5 days and up to 10 days, apply to have their absence excused as soon as possible by using ALC Registrar Office processes;

4.8 Ensuring that they check their ALC and GCU Student email account and Virtual Learning Environment messages frequently (on a daily basis) for any formal notifications/communications.

4.9 Ensuring that they have their attendance recorded by using the attendance monitoring system or having their faculty member do so on their behalf. Asking a peer to record their attendance on their behalf constitutes a breach of the Student Code of Conduct.

5. ACADEMIC STAFF (ALC & GCU) RESPONSIBILITIES

Academic Staff are responsible for:

5.1 Outlining in clear terms the expected level of engagement and attendance for each module within the module handbook and reinforce this at the commencement of the module;

5.2 Reminding students of the importance of attendance at learning and teaching sessions and of regular engagement, particularly in relation to online VLE activities;

5.3 Ensuring that an attendance record is taken at each class and that any record captured is accurate;

5.4 Monitoring VLE engagement levels of students;

5.5 Signposting “at risk” students to support services available within ALC and GCU where appropriate.

5.6 Reviewing students’ requests to absent themselves and updating their absence as being excused where students meet the conditions for excused absences

6. PROGRAMME LEADERS

Programme Leaders are responsible for ensuring that:

6.1 Students are informed in writing of the importance of regular attendance at classes and engaging in online activities, through Programme Handbooks, including any approved programme or module specific attendance requirements;

6.2 There are regular reviews of students' progress on their programme, including attendance, completion of assessment requirements and academic achievement, and that appropriate action is taken either to help students achieve their academic goals or, where students are failing to engage with the course, provide appropriate guidance;

6.3 Students are advised of the support available to them, whether provided by the faculty or central support.

7. ALC ADMINISTRATION RESPONSIBILITIES

ALC administration is responsible for ensuring that:

7.1 Weekly reviews are undertaken of attendance/absence and online engagement data and communications are made to 'at risk' students in a timely manner;

7.2 Appropriate systems are in place for students to provide notification of planned absences or report any unexpected absences;

7.3 Data is reviewed for patterns of student non-attendance and non/poor online engagement and where appropriate referring students to their personal tutor and programme leader for discussions on reasons for pattern;

7.4 In the case of the absence of a member of teaching staff, students are informed at the earliest opportunity of the alternative arrangements for the class.

8. ACTION TAKEN DUE TO CONTINUED ABSENCE

8.1 Where a student has failed to attend all expected learning/teaching sessions during the week, ALC will send an electronic notification to the student informing them of this and reminding them of the various support mechanisms available;

8.2 Should a student continue to be absent during a second consecutive week, with no appropriate notification of the reasons provided, ALC will send a formal communication to the student inviting them to a meeting to discuss their absence;

8.3 Should there be no satisfactory explanation for their absence, ALC may take one or more of the following measures:

- Bar the student from taking part in their final summative assignment (i.e. exams, presentations, etc.)
- Deny the student access to career development support, student ventures programme and other support services.
- Require that the student suspends their studies for the remainder of the term

8.4 ALC reserves the right to collaborate with ALC support services and GCU where necessary and inform them of any decision taken.

8.5 All relevant communications and notes relating to attendance concerns must be maintained within the student's record.

9. ACTION TO BE TAKEN DUE TO UNSATISFACTORY ATTENDANCE

9.1 Where a student has reached an attendance threshold of 85% of all expected learning/teaching sessions in a given term, ALC will send an electronic notification to the student informing them of this and reminding them of the various support mechanisms available;

9.2 Where a student has reached the minimum attendance threshold of 75%, ALC will send a formal communication to the student inviting them to attend a meeting to discuss their absences;

9.3 Should there be no satisfactory explanation for their low attendance rates, ALC may take one or more of the following measures:

- Bar the student from taking part in their final summative assignment (i.e. exams, presentations, etc.)
- Deny the student access to career development support, student ventures programme and other support services.
- Require that the student suspends their studies for the remainder of the term

9.4 ALC reserves the right to collaborate with ALC support services and GCU where necessary and inform them of any decision taken.

9.5 All relevant communications and notes relating to attendance concerns must be maintained within the student's record.

10. ACTION TO BE TAKEN DUE TO UNSATISFACTORY ONLINE ENGAGEMENT

10.1 Where a faculty member is concerned regarding the level of online engagement being undertaken by a student, they should discuss this initially with the student directly.

10.2 Where a student fails to engage with any online learning resources for a period of 2 weeks and no satisfactory response has been provided as to lack of engagement, the Registrar Office will send a formal communication to the student inviting them to a meeting to discuss their lack of engagement;

10.3 Should there be no satisfactory explanation for their low attendance rates, ALC may take one or more of the following measures:

- Bar the student from taking part in their final summative assignment (i.e. exams, presentations, etc.)
- Deny the student access to career development support, student ventures programme and other support services.
- Require that the student suspends their studies for the remainder of the term.

10.4 GCU, where applicable, and support services concerned will be concerted with and/or informed of the decision.

10.5 All relevant communications and notes relating to attendance concerns must be maintained within the student's record.

11. PROGRAMME SPECIFIC REQUIREMENTS

11.1 Due to the diversity of programmes delivered, there may be a number of Professional/Statutory body requirements with respect to attendance;

11.2 Where programmes must conform to such requirements, these should be clearly communicated to students in the programme handbook. Where Programmes implement their own time frames, these must not be in contradiction with the ones within this policy.

12. FORMAL EXAMS AND COURSEWORK

12.1 Students are expected to attend all necessary formal examinations and submit coursework by published submission dates;

12.2 Students who fail to attend a formal exam or submit a piece of coursework (where no approved extension has been granted), will be marked as absent or non-submission.

APPENDIX III - HEALTH AND SAFETY POLICY

In Compliance with the Occupational Safety and Health Act (OSHA), 2005 and the Health and Safety Regulations for Mauritius:

1. INTRODUCTION

1.1 African Leadership College (ALC) realizes and appreciates the importance of ensuring the health and safety of each and every member of our community and as such, we at all times strive to adhere to the required level of Health and Safety (H&S) standards applicable.

1.2 We believe that H&S is concerned with the safety, health and welfare of our stakeholders, which includes all members of the ALC community. This policy therefore applies to all students, interns, staff members, fellows and consultants. At ALC, we believe that our Health and Safety Policy and all other following documentation should enable members of the community to undertake their profession and studies in a way that causes the least harm to their health as well as to those that visit the workplace and study areas of community members.

2. PURPOSE, AIM & SCOPE

2.1 The purpose of this policy is to establish general standards for ALC in terms of Health and Safety. In line with this purpose, this policy informs community members of the procedures to follow in the event of any accidents or incidents during work or study. It further assigns responsibility for the implementation, coordination, monitoring and reviewing of the H&S plan at ALC.

2.2 The aim of this policy is to:

- A. Ensure that all community members are trained and understand the principles towards maintaining a safe work environment.
- B. Assign responsibility for implementing ALC's H&S program.
- C. Promote H&S as part of the ALC community's daily routine.
- D. Adhere to all relevant H&S laws and regulations applicable to all ALC as an entity in Mauritius.

2.3 ALC expects all community members to be dedicated to reducing the risk of illness and/or injury. This includes compliance with this policy and procedures as well as national health and safety legislation. Community members will receive information, training and competent supervision in their specific work tasks to protect their H&S. All parties must consider H&S in every activity. Commitment to H&S forms an integral part of our ways of working as a community.

3. GOVERNANCE (Roles and Responsibilities)

3.1 Health and Safety Governance is established at ALC in order to provide effective authority and control. Directors and managers have the responsibility to:

- A. Oversee and prioritise H&S efforts

- B. Consider the strategic direction of action during an incident
- C. Provide leadership and control in the overall coordination, decision-making and communication strategies.

3.2 The Operations department, shall lead the Health and Safety agenda for ALC as from 2017. This will include ensuring meetings that aim at setting up and improving H&S features and processes at ALC. The Operations department may seek the assistance of other departments in fulfilling its Health and Safety mandate. The Operations department has the responsibility to specifically develop and maintain H&S plans and structures to ensure that:

- A. Roles and responsibilities are clear and decision making structures exist in the event of a major incident, and that there are clear lines of accountability and delegation.
- B. H&S policies, procedures, action plans and/or training is reviewed and maintained in collaboration with the department charged with the Public Affairs Department.
- C. Emergency evacuation processes and procedures are in place.
- D. Accidents, dangerous occurrences, injury statistics and other important information need to be assessed and records maintained. Priority is given to areas identified as hazardous to community members' health and safety as per workplace/studyplace inspection and accident reporting records.
- E. Recommendations are made on improving H&S across all premises owned, leased or controlled.
- F. Communication to community members and all other stakeholders is managed and appropriate.

3.3 Each member of the ALC community is responsible for reporting a major incident or potential incident to the Operations department. Each member of the ALC community is responsible for actively taking part in awareness and training sessions as required and to follow the directions provided to them by the Operations Department.

4. REPORTING AND INVESTIGATION OF INCIDENTS/ACCIDENTS

The Operations department shall be responsible for ensuring the implementation of a Health and Safety Reporting System (HSRS). Any member of the community or stakeholder who is involved in an accident or incident, or is witness to an accident or incident, must immediately or as soon as practically possible report the accident/incident through the Operations Department. All Health and Safety incidents are to be recorded by the Operations Department.

5. HEALTH AND SAFETY ACTION PLAN

5.1. Workplace Inspections

The Operations department will elect representatives who will conduct (monthly, quarterly, yearly depending on the inspection schedule for the Department) health and safety inspections.

5.2 Emergency Preparedness and Response

Each department will have in place an Emergency Preparedness and Response plan in order for community members to have the necessary contact numbers, know where to go, and know how to keep themselves safe when an emergency occurs.

5.3 Community Member's Health

ALC is committed to protecting our community members, creating awareness and treating all stakeholders with the necessary dignity, fairness and equality by ensuring that we provide adequate preventative and awareness programmes. It is the responsibility of management and the Human Capital department specifically to ensure that community members are aware of the provisions of the Health Insurance being offered and any other options that are available to community members.

5.4 Compliance with the Occupational Safety, Health and Welfare (First-aid) Regulations 1989

5.4.1 As part of the Legal mandate ALC set under the Occupational Health and Safety Act, ALC Management will ensure compliance with the Act and First Aid Regulations 1988.

5.4.2 The Health and Safety Procedure and Handbook will provide detailed guidelines and will be drafted and updated by the Operations department.

6. POLICY GOVERNANCE

6.1 Policy Review

The Policy is subject to annual review and approval. Any proposed interim changes must be approved by the Academic Senate, after recommendation from the Quality Assurance Team and approval by the Dean or Head of College.

6.2 Approval

This Policy has been approved by the ALC Academic Senate..

6.3 Actions for Non-compliance

The actions for non-compliance with this Policy lies with the Academic Senate