Cornerstone

Learn to change the world

2018

Student

Handbook

CONTENTS

We welcome you to Cornerstone Institute!

What a privilege it is to be able to greet you with the warmest Cornerstone greetings. You will find that at Cornerstone our greatest joy is engaging with you. Not only in an academic space, but holistically. Education is more than just thinking, it's even more than merely understanding, it is the ability to share connections of thought between self and other, simultaneously, collectively, concomitantly. This interchange between you, me, us, them, they is such an exciting process.

We can therefore not wait to engage with you, learn from you, teach you and grow with you. During this process of engagement, our wish for you is to develop in many areas of life, to be able to see yourself as a person of value, having greatness on offer for the benefit of the beautiful world we live in. We feel extremely honoured to be a part of students' growth into leaders in society; value driven individuals with a heart for people, the community and South Africa; and becoming active change agents in the world.

This booklet has been prepared to assist you in this new adventure you are embarking on at Cornerstone. We call on you to take time to familiarise yourself with its contents, which include information regarding exams, academic integrity, library use, Funda and class behaviour.

In the event that you may need assistance of any kind, you can contact Student Services or the Student Representative Council (SRC). We are all available and want to assist in any way that we can.

Martin Luther King, Jnr, wrote that "the function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education." We surely do hope that your time at Cornerstone would conclude with this goal of true education. Thank you for trusting us to partner with you; in teaching you to change your world!

Cornerstone Greetings

The Student Services Team

CORNERSTONE AND YOU

Our Shared Common Values

Respect—valuing of self , staff others and authority

Integrity—openness, honesty, truthfulness, fairness in all dealings

Creativity—having innovation approaches to learning, and problem solving

Excellence—striving to reach the highest quality of achievement

Unity—working together towards the common good

Inclusivity—recognising the dignity of others

Our Philosophy of Education

While we embrace students from all groups and walks of life, our aim is to produce graduates of equal caliber, fully capable of contributing positively to their communities and the world at large in a spirit of love and reconciliation, justice and peace. The Cornerstone learning philosophy is based on engendering a high value for people, openness to continual learning and growth towards wholeness.

STUDENT LIFE

What is the SRC?

The term SRC, stands for "Student Representative Council." The key words being "student representative." It is the council's job to stand and represent you the student, whenever the need may arise. We are there for you! We will provide leadership and coordination wherever necessary. Each year, near the end of the academic year, students elect a new council to represent them the following year.

The SRC oversee several other functions as can be seen by their portfolios below. They welcome initiatives for societies that offer spaces for various talents and interests.

Your SRC members for 2018

Kendall Byne-Ross   : President and Communications Officer

Nikita Botha   : Deputy President and Academic Officer

Kirsty Schumacher   : Secretary and Newsletter Editor

Nicola Cupido   : Campus Life and Recreation Officer

Desire Stone   : Treasurer and Welfare Officer

Email src@cornerstone.ac.za to engage with the SRC on any matter you may need clarity on.

STUDENT SERVICES DEPARTMENT

Department Overview

The purpose of the office of Student Services is to work towards enhancing the experience of students at all stages of their time at Cornerstone Institute through the provision of a range of support services, namely:

1) **Student Development**

2) **Academic Support Services**

3) **Counselling Services**

4) **Student Welfare Services**

5) **Financial aid**

The Student Development and Support Services (SDSS) will seek to engage students' potential in order to assist them in achieving their personal and academic goals, and to develop responsible and responsive citizens for the future.

ATTENDANCE AND ASSIGNMENT SUBMISSION

Exceptions

Lecturers, heads of department (HODs) and the Dean may grant extensions to students when in their discretion there are sufficient grounds for such an extension. Examples of justifiable circumstances include bereavement, sickness or injury. If by such an extension a student is permitted to submit work after the end of exam week, the latest that such work can be submitted by the student is the re-evaluation date of the following term (typically in the first week of term). Students who have thus been granted an extension and have not submitted all required work by the time marks are due will receive a mark of Incomplete (INC).

Exceptions are generally handled in such a manner:

- Extensions of up to one week can be granted by the lecturer, except where that takes the due date to after the end of exam week.
- Extensions longer than one week, but not longer than two weeks, or beyond the end of exam week for up to 48 hours, can be granted by an HOD.
- Extensions longer than two weeks, but not longer than three weeks, or up to one week after the end of exam week can be granted by the Dean.
- Exceptions to the above can be granted in truly exceptional and unavoidable circumstances. In those instances, students should approach faculty through Student Services where a decision can be made at a Faculty Meeting or Academic Planning Committee meeting.

Assignment Submission:

Students should complete and submit all the assignments for each module in order to learn, develop and derive maximum benefit from the various learning activities. A late penalty of 3% per diem of the possible marks will be deducted from late assignments, for a maximum of 21% (i.e. 7 days late). Work that is more than one (1) week late or after the end of examination week in a given term will not be marked. Lecturers are under no obligation to accept work after the end of exam week. As a result of Cornerstone's Assessment Policy, no one assignment will be weighted as more than 40% of the module's final score. Students must achieve a minimum cumulative average of 50%.

Lecturers should monitor students' submission of assignments and, as a courtesy, inform students one (1) week after an assignment due date, regarding missing assignments. However, responsibility for the timely submission of assignments rests entirely with students.

FUNDA

"Funda" is Cornerstone Institute's virtual learning environment, designed to facilitate free-flowing communication among faculty and students in order to enhance the Cornerstone learning experience. It combines the best of social networking, personal scheduling and academic administration into a user-friendly application. It is also environmentally friendly in that it eliminates much printing of module readings and assignments.

You will be issued with an individual user name and password so that you can access Funda from any computer connected to the Internet, any time of the day or night. Each of your Cornerstone modules appears as a separate tab page in Funda, providing you with easy access to many of the resources you need to complete your studies.

Basic Funda training will be provided during orientation and during the first term of studies.

For assistance with Funda, please submit a ticket on the helpdesk via Funda or by using the following link: https://support.cornerstone.ac.za/submitticket
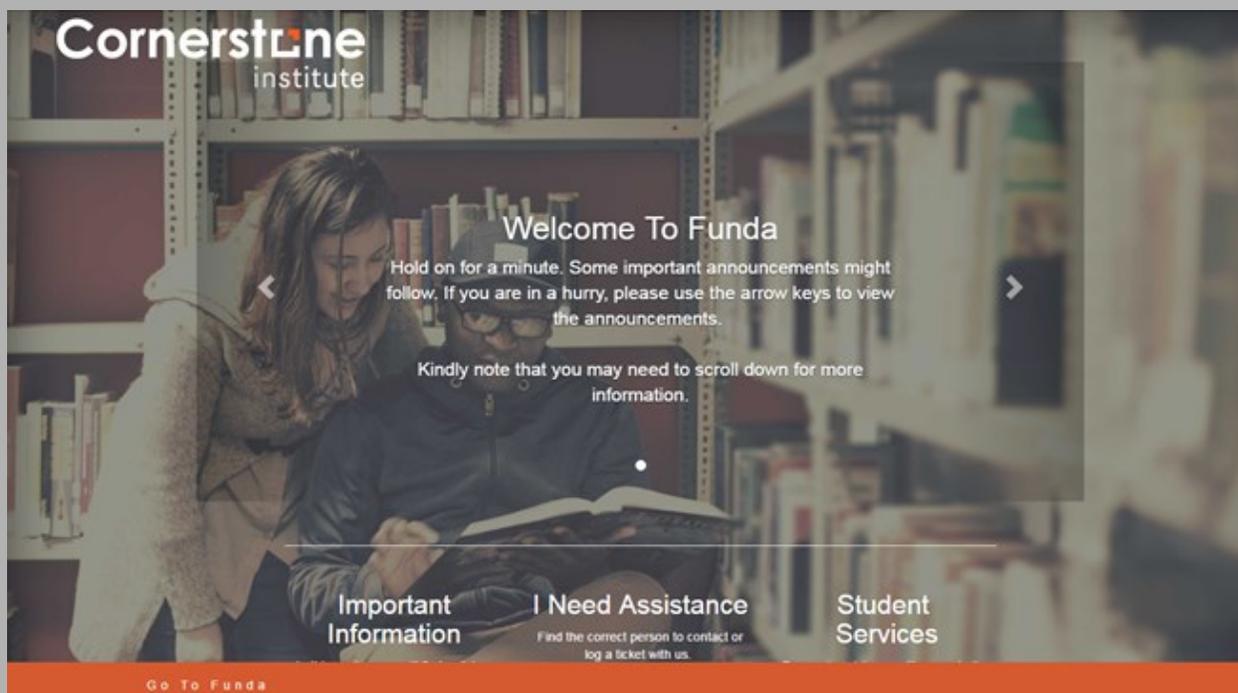
THE LIBRARY AND COMPUTER LAB

THE LIBRARY AND COMPUTER LAB

The Library area includes the Computer Laboratory. It will play an important role in your studies. We want it to be a comfortable, user-friendly place where you are able to find information and study profitably. To gain the maximum benefit you need to become familiar with the facilities and understand how to use them. In order to make the set-up as efficient as possible it is necessary for everyone to treat the facilities with respect, and to be considerate to fellow students and staff.

There is a librarian on duty during the day, assisted at various times by students appointed under the Campus Employment Program.

What facilities are available?

General Books	Loan for overnight or a week
Reference Books	For use in the library only
Text Books	For use in the library only
Journals	For use in the library only
DVDs	Two day loan
Daily Newspaper	For reading in the library
Computer Lab	Internet, assignments, Funda
Photocopiers	For student use
Study Areas	
Wi-Fi	

The library stocks a variety of books on all the subjects you will study, but there will be times when you will need to explore the resources at public or university libraries. All the textbooks required are kept on reserve each term, but in limited numbers. Where possible, students are recommended to purchase their own textbooks.

How do I look up information about where to find books, journals, ebooks, ejournals or DVDs?

Information about books, journals and DVDs can be found on a designated computer in the reference section of the library and also on the computers in the Computer Lab. Explanation on usage will be given by library staff. A wide range of electronic books, journals and articles is available on the EBSCO platform via Funda.

How do I make photocopies, prints from the computer or scan?

Every student will be issued with a personal pin code for using the copier. This code is linked to your student number and email address. In order to make copies you will need to have credit in your copier account. This is paid to the library staff who will load the credit electronically. Minimum purchase of R5.00 per time. Copies or prints are 50c per page.

How do I access the computer lab?

The computer lab is available to students free of charge for internet access and other computer tasks, including Funda. It is part of the library and the same rules apply as to the rest of the library.

The lab will open when the library opens and close 15 minutes prior to closing hours of the library.

You will need a personal password in order to access the computers. The library staff will assist you in this process during orientation. It is your responsibility to keep a record of this password as you will be the only one who knows it.

Use of Skype is not allowed in the computer lab. Students needing the computers for study-related purposes take precedence over those using them for other purposes.

At times the computer lab is used for classes. When this occurs students are given prior warning that there will be no access while the class is in progress.

What are the rules for the reference library and study areas?

This is a work and study area and therefore not an area for socialising. Reference books, text books and journals are for use in the library only and may not be borrowed. If you use journals, they must be returned to the shelves they came from. Replace journals from box files in the correct boxes.

Reserved Books

Books set aside as required reading for the term's modules will be placed on allocated shelves labelled with the name of the module, alongside the librarian's desk. These are referred to as Reserve Shelves.

Resources placed here are for use in the library only.

Each textbook removed from the reserve shelf for use in the study area or for photocopying must be recorded on the list on the librarian's desk counter and signed back in once returned. If books are not signed in it will be assumed they are still in the possession of the student who signed them out.

How do I borrow and return books?

Your student card is also your library borrower's card. No books will be issued without presentation of a student card. You are allowed to have five books and 2 dvds at a time. Books are issued for one week and DVDS for 2 days. You can renew books, if no-one else has requested them, by presenting them to the librarian for re-issuing. Phone renewals are only done at the discretion of the librarian. Books may be borrowed during all the holidays except the November-January break.

All books are the responsibility of the borrower until checked back in.

Books must be returned to the library staff member on duty, not just left on the counter, shelf or trolley. Books left on the counter or trolley are re-shelved and will still be in your name if you have not handed them to a library worker to be returned.

If you are issued with a book and then decide not to take it, do not put it on the trolley or let someone else have it unless you have had it taken off your name.

It is not wise to allow other students to use your borrowing privileges. Books will only be issued to the owner of a student card. You are responsible for all books borrowed on your card, including books lost and fines incurred.

Library fines

A fine of R1.00 per book per day will be charged on overdue books and R3 per day on DVDs. Fines must be settled before further books are issued.

All fines will have to be fully paid up before graduation or registration for the next year.

There will be severe penalties imposed on those found removing books from the general library without having them issued i.e. a fine of R100.

A fine of R150 will be imposed on those who remove textbooks and reference books without permission.

What happens if I lose a book?

Lost books must be replaced by the borrower. If a book is not returned within 30 days after the due date it will be considered missing. The cost of the missing book will be decided according to its current replacement value. The borrower will be given 30 days from the time the book is declared missing to replace it and settle any fines that have accrued. A handling fee of R50.00 will be added to the replacement cost and fine. Failure to settle such matters within 30 days will result in a cessation of library privileges. If a borrower finds a missing book after it has been charged to his/her account and a new book purchased, the amount will not be refunded.

Library co-operation and behaviour

We need co-operation to achieve the right atmosphere for the library facilities, hence the following guidelines. These will be enforced and those who refuse to comply will be denied access to the facilities. If no notice is taken of verbal warnings, a written warning will be given, and if there is further lack of co-operation, a disciplinary hearing will follow.

LIBRARY RULES

Rules:

- Students are not allowed to eat or drink anywhere in the library area. Water bottles with secure tops are permitted.

- A quiet atmosphere must be maintained in all areas of the library.

- Cell phone conversations are not allowed anywhere in the library. Cell phones must be switched off.

- No littering.

- The librarian's computer, desk, and office area are out of bounds, as is the library store-room.

- Available books are those on the shelves and on the trolleys.

- Books may not be marked in pen or pencil.

All books removed from the library must be issued in your name.

What are the library hours?	
Mon:	09:00 – 18:00
Tue:	09:00 – 18:00
Wed:	09:00 – 18:00
Thu:	09:00 – 18:00

These are subject to change according to staff availability. Changes will be posted at the library entrance.

ACADEMIC WORKLOAD POLICY

Below is a guide that lecturers use in setting up modules. It will give you some idea of what you can expect when it comes to your academic workload. Note that this is only a guideline and it will vary somewhat from Programme to Programme and module to module.

Contact Hours:

The following general guidelines apply to the design of CI modules.

Lecture Modules
Lecture modules are those modules in which face-to-face and/or asynchronous online interaction between lecturer(s) and students in a classroom or virtual classroom environment is a primary mode of instruction. Contact hours in NQF level 5 ordinarily comprise 40 – 50% of the notional hours. In NQF level 6 and 7 modules, contact hours comprise 30 – 35% of the notional hours. Contact hours in NQF level 8 modules comprise 15 – 20% of the notional hours.

Practical and Service Learning Modules
Contact hours in practical's and service learning modules comprise 5 – 15% of the notional hours, due to the emphasis in such modules being placed on the student's time spent developing practical skills in a supervised off-campus learning environment. In such modules the learning activities associated with the off-campus learning environment comprise 70 – 80% of the notional hours, with the remainder (5 – 25%) being allocated to self-study activities. These guidelines apply to all practical's and service learning modules in NQF levels 5 through.

Other Learning Activities
Learning activities, as noted above, take many different forms. For the purposes of determining the amount of workload for the average student, various learning activities are deemed to require specific amounts of work. These workload estimates are uniform across NQF levels 5 to 8, but each level assumes an increased level of complexity in the learning materials and/or quality of work produced by the student. Thus, although an average student is expected to read 20 pages per hour at both NQF level 5 and NQF level 8, the complexity of the material read (and hence the difficulty of reading) is expected to be markedly higher at NQF level 8 than at NQF level 5. Table 1 identifies common learning activities and the amount of work deemed necessary for the average student.

Table 1: Workload of Various Learning Activities

Learning Activity	Hours
Prescribed reading (20 pages)	1
Written assignment – reflective (per 300 words)	1
Written assignment – research (per 300 words)	2
Group work (outside class time, per hour)	1
Class test (1 hour test, including revision)	2
Exam (2 hour exam, including revision)	6
Oral presentation preparation (per 5 minutes)	1

Recommended Readings:

The amount of prescribed reading appropriate for a module varies with the nature and content of each module. For example, some modules that focus on practical skill development may require very little reading. However, the following general guidelines have been developed to assist the lecturer designing a module outline for a typical module that is largely theoretical in nature, taking into account the level and credits of various modules.

Table 2: Recommended Prescribed Reading

Module Level and Credits	Pages
NQF Level 5, 6 credits	250
NQF Level 6, 8 credits	350
NQF Level 7, 12 credits	600
NQF Level 8, 20 credits	800

NB: This policy only serves as a guideline

ACADEMIC INTEGRITY

Students are expected to demonstrate academic integrity in all their assessments. Academic integrity requires that one gives proper credit to one's sources and never represent someone else's work as one's own. Violation of academic integrity can take several forms, the primary ones being plagiarism and cheating, both of which will be treated with appropriate penalties.

What is plagiarism?

Plagiarism is the taking of another person's thoughts, words, judgments, ideas etc., and presenting them as your own. Plagiarism is not only cheating, it is theft and thus a serious academic offense. Plagiarism is committed when a person represent someone else's work as his or her own whether unintentionally or deliberately.

What is cheating?

Cheating on an exam or assignment may take various forms, such as using unauthorised material during an exam, obtaining an advance copy of examination papers, or assisting another student in cheating. Such violations of academic integrity will be considered serious offences and will result in failure of the module.

What is collusion?

Collusion is another form of cheating and is defined as the unacknowledged use of material prepared by several persons working together. Copying another student's work will result in a charge of collusion and action will be taken against the copier and the person from whom he/she copied. Students are advised to be diligent in protecting their work.

The Academic Guidelines

The *Academic Guidelines* booklet is a resource available to you that provide you with all the information you need on how to reference appropriately. It is important to follow the format and examples in the *Academic Guidelines* to ensure proper formatting.

Students are reminded that all work they submit as part of the requirements for a module at CI must be expressed in their own words, unless it is a properly referenced and allowed quotation.

Students should take care in the use of their own work. Credit can only be given once for an assessment. Submitting the same piece of work (or significant part thereof) twice for an assessment will be regarded as cheating.

When in Doubt

When you are unsure as to whether you are referencing correctly or not speak to a lecturer, your peers or someone in the Student Services Department. It is better to be certain than to be penalised for not making sure citations are done correctly.

Consequences of violations of academic integrity

All violations of academic integrity, as so deemed by the lecturer, must be reported by the lecturer to the Dean with a recommended penalty. The penalty may range from lowering of the grade for the paper (in cases of carelessness or negligence), a zero mark for the assessment, a zero mark for the module (in cases of deliberate covering up of sources), or full disciplinary review (in cases of recurrence of plagiarism). When necessary, the matter will be reviewed by the faculty to confirm or amend the lecturer's recommended penalty. In all cases involving a serious violation of academic integrity, the Dean will issue a warning letter to the student, which will become part of the student's permanent record.

Students may go through the academic appeals procedure if they feel they have been unfairly dealt with. In such cases, at the discretion of the faculty, the student may be allowed the opportunity to resubmit the paper. However, in the case of final papers submitted at the end of the term there will be no chance for resubmission.

E-LEARNING DISCUSSION POLICY

ATTENDANCE AND PARTICIPATION
Online discussion forums are viewed as class attendance and participation in an e-learning environment. Specific expectations about the nature, form and frequency of participation in discussion forums should be clearly indicated in the module outline so students know exactly what is expected.

DEADLINES
Discussion forums will have an associated deadline by which time all students are expected to have posted their responses to receive credit for participation. It is recommended to leave each forum discussion open for at least two weeks to allow adequate opportunity for response and interaction. Students who fail to participate in more than 65% of discussion forums will not receive any credit for participation for this assignment in the module. Students who are unable to participate in the discussion forums because of unforeseeable circumstances should contact their lecturer prior to the end of the discussion forum. The instructor will specify the number of postings required for each discussion topic.

FEEDBACK
The instructor will review all student responses from time to time during the week and provide the necessary feedback to students by providing prompt explanations or further comments regarding the topic of discussion before posting a new topic.

GRADING
Participation will be graded based on quality of responses, required number of postings (as specified by the instructor) and the ability of the student to make contributions that are focused on the specific topic of discussion as assigned.

NOTE: It is important that students have a very clear outline of the forum discussion expectations for each module as part of the module outline for them to meet the requirements and to minimize confusion.

What follows is an example from a module outline:

FORUM DISCUSSION QUESTIONS
Refer to the assignment outline carefully for the discussion question descriptions and dates of when each forum contribution is due. You will post all your contributions to each Funda discussion forum as specified, which will be marked using the evaluation rubric below. **Students who fail to participate in more than 65% of discussion forums will not receive any credit for participation for this assignment in the module.** If you are unable to participate in a forum discussion because of unforeseeable circumstances you are expected to contact you instructor.

The marks for online discussion will be earned through engagement with the lecturer and fellow students over your posting (s) and those of other students. The discussions provide an opportunity for you to share what you have gleaned from the readings/application (praxis), to reflect on its relevance to your context, and to engage with others over similarities, differences and other "lessons".

GUIDELINES FOR COMMUNICATION

Much of the interaction during the module will take place through the Forum Discussion groups. The goal for work in this area is to share knowledge, and to build a learning community. Participation in the Forum Discussions is compulsory. Be prepared to engage in thoughtful dialogue with other students.

It is a good idea to check the postings frequently (daily) while a discussion is open. Also regular participation allows each student to maintain a feeling of connection. When messages accumulate over several days, students tend to feel overwhelmed and discouraged. This will also ensure that your participation is evident before the discussion is closed.

Due to the absence of body language online, communications can easily be misconstrued in terms of their perceived intent. To minimise this problem, it is important to establish clear expectations related to communication with others. The following guidelines assist with ensuring that your communication is clear, positive, and productive:

- Try to make your postings thoughtful and reflective as opposed to just saying "I agree." Be prepared to support your position with evidence. Acknowledge the contribution of others to the discussion.
- Provide thoughtful postings that add to the topic being discussed. Support your views with references to the readings, your own experiences etc.

When composing replies, here are a few approaches to consider:

- Provide an alternative perspective

- Share stories about your own experience

- Ask questions to further the discussion

- Post additional resources (web links, books, articles).

- Use clear, concise language to communicate your thoughts.

- Leave a blank line between paragraphs for easier reading and spell check your work.

- Choose your words carefully; scrutinize your message before posting for hostile, racist, sexist, or otherwise demeaning content.

- Disagree with others in a respectful manner that suggests another perspective needs to be considered, rather than that the other person is deficient in some way.

- Describe some of your personal reactions with "emoticons" as a means of expression. For example, :-) means that you are smiling.

- Avoid the use of capital letters except to start a sentence. Using capital letters in words tends to mean that you are SHOUTING.

- Address others by name. This small gesture can be very affirming online.

GRADE SUBMISSION POLICY

Grade Submission Process

- Grades are submitted to the HOD for moderation and copied to the Registrar's office to be entered on the Student Records Database.

- Moderated grades are finalised at a Confirmation of results meeting attended by the HOD's and Registrar at the end of each semester.

- Amended grades are adjusted in the Student Records Database by the Registrar's office, which are then ready to be submitted to students.

- The Registrar's office submits the Grade Reports only to students whose tuition accounts are up to date.

- The Academic Office informs students who are on probation (having failed to pass 50% of the credits for the semester). The HOD is required to counsel such students.

- The Academic Office informs students who are to be dismissed having failed their probation (having failed to pass 75% of the credits for the semester following probation status). Students can petition the Dean to continue with their studies and can be counselled by the Dean to either take a lighter load the following semester or change to a higher certificate.

- The Academic Office informs all students who have the opportunity for re-evaluation (RE) examinations, regarding the date of the RE examination. The pass/fail results of RE is added to the Student Records Database two weeks after the RE has been written and an updated Grade Report is sent to the student.

Note: Grades for assignments throughout the term/semester will be released to students two weeks after the submission date.

MODERATION POLICY

The Cornerstone Moderation System

The moderation system at Cornerstone Institute is designed to ensure that all learners are being assessed in a consistent, accurate and well-designed manner, and that all assessments are credible, fair, reliable and realistic. This involves internal and external (for exit level modules only) moderation and student appeals procedures.

Why is your work moderated?

- To verify that assessments are clear, fair, valid, reliable and realistic. To identify the need to redesign assessment if required.

- To provide appeals procedures for dissatisfied students.

- To evaluate the performance of assessors and to allow adjustments to be made, where necessary.

- To compare the moderated results of each assessment with those of the previous 3 years to look for deviations that should then be investigated and reported on.

- To provide feedback to the institute on the overall assessment process.

As a result certain student's assignment/exam/projects will be moderated at the end of each semester. Those assignments that have been chosen for moderation will be indicated on your module outline. Once they have been graded they are submitted to the Quality Assurance (QA) office from where they will be distributed to the moderators. The moderator will make comments on the grading, and may recommend that grades for the module are adjusted up, adjusted down, or stay the same. These recommendations will be taken to the Faculty Confirmation of Results Meeting, where the Academic Planning Committee will make a decision. Any changes will then be reflected in the final Grade Report sent to students. For this reason, grades released from assessors to students (including on Funda) are not considered final until the official release of the student Grade Report at the end of the semester.

ACADEMIC APPEALS POLICY

There are 3 stages to the appeals process within a specified time frame. At the end of each stage there is an exit point to end the process, otherwise it continues to the next stage. There is an official Academic Appeals Form (available in the Faculty Office) that needs to be completed, and adhered to, throughout the process. A student may collect a form from the Faculty Officer or Registrar's office to start the process.

Possible reasons for academic appeals
- Unfair assessment
- Invalid assessment
- Unreliable assessment
- The assessor's judgement, if considered biased
- In adequate expertise and experience of the assessor if it influenced the assessment
- Unethical practices

Stage One
In the case of a student disagreeing with the assessment given, he/she must explain the reason in writing (stage one of the form) to the assessor within five (5) working days after receiving the assessment decision.

Stage Two
The appeals form is brought to the QA Office with the completion of the assessor's rationale - within five (5) working days. The QA Coordinator will register the appeal and in the case of the student remaining dissatisfied will forward the form and assessment to the internal moderator for the module. The moderator will consider the assessment decision and the rationale of the assessor, re-evaluate the assessment and complete stage 2 of the form. This must be returned to the QA office within five (5) working days.

Stage Three
If the student is still dissatisfied with the process thus far, an investigatory panel, consisting of faculty and chaired by the QA Coordinator, will be formed. The assessment will be sent to an external moderator for evaluation. The faculty on the panel will then consider the rational of the student, assessor, internal moderator and external moderator and make a decision based on the evidence. The investigatory panel will complete stage 3 of the form based on these findings and the QA Coordinator will report the outcome to the student.

If the student remains dissatisfied, he/she has the right to appeal to the *Council on Higher Education (CHE).*

MONITORING AND EVALUATION

STUDENT FEEDBACK

At the end of a module students are required to fill out a Student Feedback form. In this feedback form student are given opportunity to evaluate the teaching and learning experience. Module feedback at Cornerstone Institute comprises both qualitative and quantitative feedback between the lecturer and students regarding the module, the lecturer, and student performance (see appendix 1).

The lecturer solicits qualitative student feedback regarding the module and lecturer informally during the delivery of the module (7 weeks of lectures) by way of evaluative questions discussed in class and/ or written questionnaires completed by students. This feedback is communicated back to students by the lecturer through class discussions and is used to make adjustments during the remainder of the module.

At the end of the module an academic staff member other than the lecturer distributes and collects the Cornerstone Institute Student Feedback Questionnaire, in which students are asked to evaluate both the module and the lecturer in a quantitative manner. The results of this questionnaire are provided to the lecturer of the module and to the lecturer of the same or a related module when it is next offered. When a module forms the first half of a double module, the lecturer provides verbal feedback to the students in class at the beginning of the second module. When a module is the second half of a double module or a stand-alone module, the lecturer provides verbal feedback to the students the next time this module or its preceding module is offered.

Feedback communicated to the students includes student evaluation about the aims of the module, the suitability of the module materials, assignments and workload, and relevance of the module to the students' academic and spiritual growth. When the same lecturer offers the module again, feedback communicated to the students also includes the students' evaluation of the lecturer's teaching and any adjustments that the lecturer has made for the present module.

During the delivery of the module the lecturer communicates qualitative and quantitative feedback to the students regarding their performance in the form of formative and summative assessments. The lecturer may also communicate this information to students in a subsequent related module or when the module is offered again.

Once each year at an annual curriculum review student representatives and lecturers are invited to give qualitative feedback regarding modules and how they fit into the overall curriculum. The dean and faculty take this feedback into consideration, along with the student module feedback identified above, in making decisions about changes to the curriculum.

STUDENT COMPLAINTS POLICY

1 INTRODUCTION

Cornerstone Institute (CI) endeavours to live out its core values in all areas of engagement with students. It is expected that students will conduct themselves in accordance with CI values which include respect, integrity, inclusivity, unity, creativity and excellence. Similarly, faculty and staff are accountable to the same values which shape the academic culture of the CI community.

Students' grievances and complaints are therefore deemed highly important and will be urgently addressed, ensuring that the student's dignity is upheld. Where possible, informal attempts will be made to resolve grievances. Students have the right to be heard in a fair procedure and have the right to appeal against anything they may consider to be unjust.

2 PURPOSE OF THE POLICY

The purpose of the Student Complaints Policy is to ensure equity and fairness as it relates to concerns that affect the student's learning. It also ensures that students have a means of bringing complaints to the attention of the Student Representative Council (SRC) and the Executive Committee of Senate (ECS), and are able to rectify or resolve whatever problems arise during their term of study through an internal process for constructive dispute resolution.

3 PROVISIONS OF THE POLICY (TYPES OF COMPLAINTS)

3.1 Academic complaints concerning assignments and grades.
3.2 Staff and faculty misconduct.
3.3 Provision of services and administrative processes.
3.4 Grievance against a member of the student body.
3.5 Discrimination and harassment from a student, staff or faculty member.
3.6 Other general complaints.

4 STUDENT GRIEVANCE PROCEDURE

4.1 STAGE ONE

When a student feels aggrieved, the student must first attempt to resolve the matter informally with the relevant parties.

4.2 STAGE TWO

If the approach in stage one is not satisfactorily resolved, the matter can be raised with the Class Representative who will address the issue with the SRC and/or Head of Department (HOD). The SRC or HOD will either resolve the complaint or advise as to whether the student should follow the formal complaints procedure.

4.3 STAGE THREE

If the approach in stage two is not satisfactorily resolved, a formal complaint should be lodged. The student will complete a Complaints Form which is available in the Student Handbook and on the FUNDA platform.

The form must be submitted to the SRC and Director of Student Services who will gather information that will be presented to the ECS or a relevant ECS subcommittee. The committee advises on the measures to be taken and the necessary parties that should be involved in resolving the complaint.

5 UNRESOLVED COMPLAINTS

All complaints relating to academic or general student conduct must be resolved through the above process. Should there be any unresolved issues, the student is allowed legal representation.

6 IMPLEMENTATION
The implementation of the Student Complaints Policy rests with the following role players.

ROLES AND RESPONSIBILITIES

6.1 ROLE PLAYERS IN THE STUDENT BODY
6.1.1 The Student:
The Student is responsible to:
6.1.1.1 Attempt to resolve the situation informally.
6.1.1.2 Raise issues with the relevant parties
6.1.1.3 Make use of Student Services and other sources of assistance when they encounter conflicting situations, which they cannot resolve the situation informally

6.1.2. The Class Representative:
The Class Representative:
6.1.2.1 Addresses student concerns and issues with the SRC or HOD when necessary.

6.1.3 The SRC:
The SRC is responsible for:
6.1.3.1 Resolving or advising the student should there be need to follow the formal complaints procedure.
6.1.3.2 Keeping records of formal complaint forms and gathering information regarding the situations.
6.1.3.3 Presenting the cases to the ECS or relevant ECS subcommittee.

6.1.2 Director of Student Services
The Director of Student Services is responsible for:
6.1.3.1 Resolving or advising the student should there be need to follow the formal complaints procedure.
6.1.3.2 Keeping records of formal complaint forms and gathering information regarding the situations.
6.1.3.3 Presenting the cases to the ECS or relevant ECS subcommittee.

6.2 ROLE PLAYERS IN THE ACADEMIC DEPARTMENT

6.2.1 The Head of Department
HODs are responsible for:
6.2.2.1 Resolving or advising the student should there be need to follow the formal complaints procedure.

6.2.4 The Deans
Deans are responsible for:
6.2.4.1 Liaising with and supervising HODs to ensure the smooth running of departments.
6.2.4.2 Liaising with the Director of Student Services regarding student concerns.
6.2.4.3 Chairing the ECS and relevant subcommittees.

7 MONITORING OF THE POLICY
Responsibility for monitoring of the Student Complaints Policy lies with the Senate through its ECS or its relevant subcommittee. The Chief Academic Officer and/or Dean(s) reports to the Management Committee and the Board of Directors.

Student Complaints Form
PLEASE REQUEST A ONLINE VERSION OF THIS FORM FROM:
sdss@cornerstone.ac.za

Name of Student: _____

Student Number: _____

Details of Complaint: _____
_____
_____
_____

Have you informally attempted to resolve the issue with the person concerned?

YES ☐   NO ☐ (Tick whichever box is appropriate)

If "NO" please state your reasons: _____
_____
_____
_____
_____

_____ (Student's signature)
_____ (Date)

Action recommended by the Executive Committee of Senate:
_____
_____
_____

_____

OFFICE USE:

_____
_____ (Dean's signature)
_____ (Date)

HEALTH AND WELLNESS POLICY

1. Introduction

Cornerstone Institute acknowledges the importance of promoting the health and wellness of staff and students, to ensure optimal performance. We are committed to continuously strive toward providing resources and services that will create a healthy and productive environment for both staff and students.

2. Purpose of the Policy

The purpose of the *Health and Wellness Policy* is to inform the services that promotes health and wellness of students. The services provided, as guided by this policy; is designed to address the overall well-being of staff and students that will impact and encourage healthy living.

3. Provisions and implementation of the Policy

3.1. Intellectual well-being

The intellectual wellness of staff and students includes; stimulating and encouraging innovation, critical engagement and creativity within and beyond the immediate environment.

3.2. Physical well-being

Physical wellness specifically refers to the individual's basic needs and engagement in physical activities, including personal skills that improve physical health.

Cornerstone endeavours to promote physical wellness by providing staff and students with helpful information, advising and within limits; providing assistance with some basic needs.

3.3. Emotional well-being

Emotional wellness includes the individual's self-awareness and ability to cope with the demands of life and studies. Advising, coaching and counselling services are offered. When the emotional need is beyond the scope of the institution, the necessary referrals will be made to ensure the emotional wellness of students.

3.4. Social well-being

Social wellness is focused on the need to establish positive relationships and communities. Cornerstone commits to promote good interpersonal skills and effective communication that will develop support networks and enhance social wellness.

3.5. Spiritual well-being

Spiritual wellness is inclusive of the staff and student's freedom to express, engage and grow in their spirituality. Both staff and students are provided with opportunities and encouraged to develop and engage in their individual spiritual growth.

3.6. Environmental well-being

Environmental wellness emphasizes awareness of the individual and collective responsibility in contributing to the environmental health. Cornerstone commits to embark on environmental awareness campaigns, implement various policies and distribute notices that impact environmental well-being.

3.7. Financial well-being

Financial wellness is the outcome of an individual's ability to plan and manage their finances, in order to ensure their financial security and ability to meet the financial demands of living. Services to encourage financial wellness will be available to all staff and students.

MONITORING OF THE POLICY

Responsibility for monitoring of the *Health and Wellness Policy* lies with the Human Resources management who reports to the Chief Executive Officer, who then reports to the Board of Directors.

SEXUAL HARASSMENT POLICY

1. AIM

Cornerstone is committed to creating an environment free of sexual harassment. Wherever sexual harassment occurs it impinges on the basic human rights of the individual and it undermines the values contained in the South African Constitution, as well as the integrity of Cornerstone.

The main aim of Cornerstone's policy on sexual harassment is to prevent the occurrence of sexual harassment. Cornerstone expects that all its students, staff and management will refrain from all forms of sexual harassment.

2. DEFINITION

Sexual harassment refers to behavior typically experienced as offensive, by means of which sexual approaches are made within the context of a relationship of equal/unequal power or authority. Sexual harassment is a form of discrimination on the grounds of gender. It is unwanted and may be experienced as an expression of power, authority and control of a sexual nature. It creates a hostile environment that impedes the individual's capacity to learn and/or work.

2.1 Different forms of sexual harassment: There are divergent perceptions of what constitutes sexual harassment. It ranges from unwelcome sexual attention, sexist or suggestive remarks, bribery/extortion (e.g. positive rewards for sexual favours) to aggressive behaviour, such as attempted or actual rape.

Sexual harassment thus covers a broad spectrum of unwanted behaviour and includes amongst others:

2.1.1 Verbal forms such as unwelcome enquiries regarding a person's sex life, telephone calls with a sexual undertone, continuous rude or sexist jokes/remarks, unwelcome requests for dates, remarks about a person's figure, etc.

2.1.2 Non-verbal forms such as gestures with a sexual meaning, leering, continuous unwelcome flirtation, etc.

2.1.3 Visual forms such as exhibiting pornographic photos, comics, objects, etc. that creates a hostile environment.

2.1.4 Physical forms such as unwelcome contact through patting, pinching, fondling, kissing, pawing, assault, molesting and rape.

2.1.5 Quid pro quo forms such as sexual bribery (e.g. promising a promotion in return for granting sexual favours) and sexual extortion (e.g. refusal to promote an individual if he/she does not consent to granting sexual favours).

DISABILITY POLICY

1. Introduction:

Cornerstone is committed to providing teaching and learning in service of others, to advance human dignity and social justice for all. In accordance with the White Paper on the rights for persons with disabilities (9 December 2015), and in line with our value of inclusivity, Cornerstone endeavours to ensure the rights and fairness of all which includes those with disabilities. The policy is guided by Cornerstone's purpose and values, and aims to give expression to these values. This policy is inclusive of staff, students, lecturers, academic management and visitors. The policy is also inclusive of all teaching and learning programmes and modules.

2. Purpose of the Policy:

The purpose of the *Disability Policy* is to provide the staff and students with clarification of the scope of practice, as it relates to persons with disabilities. The policy aims to provide the framework for disclosure of disability, record keeping and data management. Furthermore, a framework of Cornerstone's role in upholding the rights of persons with disabilities will be provided.

3. Provisions and implementation of the Policy
3.1 Disclosure

Cornerstone is responsible for the confidentiality of staff and student records and ensuring the safe keeping of these records. Information regarding an individual's disability will only be disclosed where support and accommodation is requested or required. The information will only be shared with the relevant parties who will directly support the individual in the environment.

3.2 Access to the built environment

The institution recognises the limitations that exist to accommodate persons with physical disabilities. Cornerstone commits to continually seek ways to improve the physical surroundings to accommodate the access of staff, students and visitors with physical disabilities.

3.3 Admission, recruitment practices and policies

Cornerstone recognises the need to abolish all discrimination and strive towards an equal society. In acknowledgement of various infrastructure and resource constraints, the institute commits to develop policies, criteria and recruitment practices that will ensure increasing access for persons with disabilities. Furthermore, all practices will be compliance with the Employment Equity Act.

3.4 Reasonable accommodation

Where appropriate, Cornerstone will make accommodations to ensure the fair treatment of staff, students and visitors who experience impairment. These accommodations will be in limits of what is ethical and ensures that appropriate support measures are in place.

3.5 Changing attitudes and behaviour

In order to reduce stigma about persons with disability, Cornerstone will strive towards creating an inclusive environment where all staff, students and visitors are treated with respect and value.

MONITORING OF THE POLICY

Responsibility for monitoring of the *Disability Policy* lies with the Human Resources management who reports to the Chief Executive Officer, who then reports to the Board of Directors.

SMOKING POLICY

1. INTRODUCTION
Cornerstone accepts that there is sufficient medical proof that smoking places the health of active as well as passive smokers at risk. Smoking, namely, using tobacco or tobacco like products, including but not limited to electronic vaping devices, are prohibited indoors.

2. AIM
2.1 Cornerstone acknowledges the right of every person to choose whether or not to smoke.
2.2 The aim of this policy is:
2.2.1 to create a pleasant and healthy study environment;
2.2.2 to restrict exposure to passive smoking;
2.2.3 to align the rules of Cornerstone with existing statutory measures.

3. GENERAL POLICY
3.1 With a view to creating a pleasant and healthy study environment and to balancing the interests of smokers and non-smokers, the following smoking policy is laid down:
3.2 In terms of the existing statutory measures, the following areas are classified as non-smoking areas:
3.2.1 any area where there is a possible fire or safety risk and which is indicated as such;
3.2.2 any premises where food is stored, produced, prepared, handled, sold or served;
3.2.3 all indoor areas.

4. APPLICATION
4.1 It is expected of all students, staff and visitors to comply with the provisions of this policy.
4.2 The success of the policy will depend on the consideration, co-operation and conciliatory attitude of all smokers of tobacco or electronic devices and non-smokers.
4.3 Disciplinary steps may be taken against a student who refuses to comply with the provisions of the smoking policy.
4.4 If visitors transgresses the provisions of this policy they should be courteously informed of the provisions of the policy and requested to abide by it.

5. COMMUNICATION
5.1 The smoking policy must be communicated to all students by Cornerstone management.
5.2 Appropriate notices must be put up.

GENERAL
This policy may be revised from time to time in the light of possible statutory amendments.

SUBSTANCE ABUSE POLICY

1. INTRODUCTION

In recognition of the harmful effects that the use of over the counter and illegal drugs, tobacco products and the misuse of alcohol can have on employees in the workplace, Cornerstone Institute has a responsibility to its employees and the public at large to see its employees and students are both drug and alcohol free and protect any other employees and persons (students, public, clients, visitors) that may be affected while on duty or in the workplace.

This responsibility comes in light of studies done showing employees who are under the influence of drugs or alcohol while on duty are more likely to cause accidents and injuries, both to themselves and co-workers and studies which show the effects of nicotine and tobacco smoke on smokers and passive smokers alike.

Cornerstone Institute is also committed to providing a drug and alcohol free environment, since our employees and students are our most valuable resource. We have developed this part of the policy to help contribute to the solution of this very difficult health and social problem. Our policy is to detect and deter the use and abuse of drugs and alcohol, while respecting the privacy and dignity of all our employees and students.

The policy is to be used by Managers, Supervisors, and Health and Safety personnel, to ensure the safety of employees and students and the college. However, the policy must be made known to all employees and students for their information and guidance. This policy will apply to contractors, temporary workers, as well as agency/contractor employees. Furthermore, the policy is to maintain a work and study place that is free of substance and alcohol abuse and misuse.

2. SCOPE

The Occupational Health and Safety Legislation in the General Safety Regulation 2B prohibits an employer to let anyone onto the premises or to let anyone to continue working whilst being or being suspected to be intoxicated until proven otherwise.

The Facilities Regulations section 6 and the Tobacco Products Control Act 83 of 1993 (and its subsequent amendments) sections 6 and 9 prohibits an employer to let anyone to smoke in the workplace and therefore demands it from Cornerstone Institute to provide a drug, alcohol and smoke free area and to protect all employees and students from the hazards it poses to themselves and others.

3. PURPOSE

The main purposes of this policy is:

3.1 To provide a drug- and alcohol-free environment for all

3.2 To maintain a safe and healthy workforce, free from the influence of substance abuse

3.3 To create awareness and therefore prevent substance abuse and misuse

3.4 To identify and encourage employees and students affected by substance abuse, to get assistance

3.5 To assure employees or students get organisational support

4. ALCOHOL, DEPENDANCE FORMING DRUGS AND ILLEGAL SUBSTANCES

4.1 Illegal and Addicting Substances at the work include, but is not limited to:

4.1.1 Alcohol : All types

4.1.2 Amphetamines : Speed, uppers, bennies

4.1.3 Barbiturates : Barbs, downers

4.1.4 Benzodiazepines :Tranquillisers

4.1.5 Cocaine : Coke, crack, nose candy, snow

4.1.6 Dagga : Cannabis, boom, dope, ganja, grass, marijuana, pot

4.1.7 Hallucinogens: : LSD, acid, angel dust

4.1.8 Mandrax: : Buttons, ludes, mandies

4.1.9 Narcotics: : Heroin, smack, H

4.1.10 Nicotine and Nitrites: : Amyl nitrite, butyl nitrite, poppers, snappers

4.1.11 Solvents: : Sniffing of glue and other volatile substances

4.1.12 Opioids: : Morphine, codeine, methadone

4.1.13 Sedative hypnotics: : Valium, luminal, Librium, placidyl, noctec

4.2 Substance abuse/misuse on the premises:

4.2.1 Employees are forbidden to report to work or to perform work while under the influence of any drugs or alcohol – thus a zero percentage tolerance.

4.2.2 Students are discouraged to attend lectures and forbidden to perform work for Cornerstone Institute while under the influence of any drugs or alcohol – thus a zero percentage tolerance.

4.2 Substance abuse/misuse on the premises (Continued):

4.2.3 Employees are instructed to notify their supervisors (and students their lecturers) when using any over the counter or prescribed medicine which may affect their performance, concentration or ability to focus on the job or that may cause drowsiness or impair their ability to work with machinery and equipment or to operate vehicles in any way. Usually found on the label or in the leaflet inside.

4.2.4 The possession or consumption of alcohol or controlled substances at the college/workplace is strictly prohibited.

4.2.5 The moderate consumption of alcohol at the college/workplace may at certain special functions be allowed and only if approved by the Head or the Institute. Thus may only be allowed if no further work or lectures are to be performed or where a designated sober driver is to drop employees and students off at their homes or at a taxi/bus stop and they may not under any circumstances drive themselves or others home.

4.2.6 Poor performance or misconduct arising from substance or alcohol abuse will result in disciplinary action being taken against the offending employee/student, if it is shown that the employee/student does not have a dependency problem.

4.2.7 It is unlawful to manufacture, distribute, dispense, possess or use any prohibited substance in the college/workplace.

4.2.8 Only medication that is prescribed by a registered healthcare provider may be brought onto premises, but if misuse is suspected, each case will be dealt with on its own merits.

4.2.9 A breach of these rules will be treated as misconduct, which may lead to dismissal or expulsion.

4.3 Identifying substance abuse:

4.3.1 If an employee/student realises that he/she may have a drug or alcohol abuse problem, they are encouraged to seek voluntarily assistance from the Human Resources (HR) Officer or Student Councillor or at a medical health or substance abuse rehabilitation centre. The college will provide informational assistance in locating a professional substance abuse counselling centre to any employee/student who requests it.

4.3.2 No employee/student voluntarily seeking assistance in this regard will be ousted, disciplined or victimised.

4.3.3 A request for rehabilitation may not be made in order to avoid the consequences of a positive drug result or to avoid taking a drug test when requested to do so under the terms of this policy.

4.3.4 Employees/students who undergo drug and alcohol rehabilitation will be expected to do so at their own expense, on their own time or during non-paid leave of absence or study leave approved by Cornerstone Institute. Arrangements may be made to allow an employee to use sick leave or incapacity leave during any such leave of absence.

4.3.5 Should a manager or supervisor or lecturer have reasonable evidence that an employee/student may be under the influence of drugs or alcohol, they should follow the guidelines below:

4.3.5.1 Escort the employee/student to a private area to inquire about his or her behaviour.

4.3.5.2 If the supervisor/lecturer discovers the employee/student is disorientated consult with the Human Resources Officer or Student Councillor (a Health and Safety Representative or Student Representative may also be included) to serve as reliable witnesses.

4.3.5.3 Inform the employee/student of your concerns and get his/her explanation and inform him/her of the testing and that you need his/her consent.

4.3.5.4 Notify any other senior management.

4.3.5.5 Based upon the employee/student's response, place the employee/student on suspension until a formal investigation takes place.

4.3.5.6 Contact the security and a health practitioner to conduct a formal test with the employee/student's consent.

4.3.5.7 After sample taking arrange for the employee/student to be escorted home. Remember: if the employee/student is in no shape to work/attend class, he/she is in no shape to drive.

4.3.5.8 If the test results are positive the Human Resources Officer and Head of the institute must conduct a hearing in terms of the college's misconduct policy and disciplinary code for employees and/or students and the results of the investigation.

4.3.5.9 Should the outcome of the hearing be that the employee/student has a substance abuse problem; the college may offer to assist employee/student in his/her quest to get assistance.

4.3.5.10 The outcome of the hearing may also be suspension without pay or expulsion of the student where there has not been proven that the employee/student has a dependency problem.

4.8 Right to Challenge the Outcome of the test

4.8.1 Any employee/student who has tested positively may request that the sample be retested. This request needs to be within 48hours of being informed.

4.8.2 An employee/student who claims it is due to prescription drugs must get an original copy of the prescription from their medical practitioner as evidence or give the name of the medicine and the name of the medical practitioner for verification.

4.9 Restricted duties/access

4.9.1 No employee/student will be permitted to operate any equipment or to continue driving until the second tests results has been received.

5 DISCIPLINARY ACTION FOR REFUSAL FOR TESTING INCLUDE:

Disciplinary action for misconduct may be taken should the employee/student refuse to cooperate and to adhere to following protocols:

5.1 Failure to appear to test within a reasonable time

5.2 Failure to remain at the testing site until testing is completed

5.3 Failure to provide a specimen sample

5.4 Failure to permit monitoring whilst giving sample - if required

5.5 Failure to be subjected to a second test

5.6 Failure to undergo a medical examination when needed

5.7 Failure to cooperate with any part of the testing and searching

procedures or being confrontational and disrupting the process.

6 SEARCHES

6.1 Searching employees/students is a sensitive matter. When conducting searches Cornerstone Institute will ensure that the privacy of each employee/student is respected.

6.2 Body searches must take place with a witness present and may only be conducted by a person of the same sex as the employee/student. The security company or the site manager or Human Resources officer will conduct searches. In the case of woman another woman will perform it. Searching of employees/students must be applied fairly; there may be no discrimination.

7 TRAINING AND AWARENESS

All staff and students will be made aware of this policy and that the college is a drug and smoke free environment through:

7.1 Signage

7.2 Appropriate training programmes e.g. induction and orientation training

7.3 Providing a designated smoking area outside the building

7.4 Informative campaigns, such as health awareness, posters, leaflets

7.5 Employees will be given a copy of the policy and must abide by the terms as a condition of employment and are to be informed of the consequences of any violation of the policy.

8 CONSEQUENCES OF NON-COMPLIANCE

8.1 Should an employee or student at any time be found to be behaving contrary to this policy, disciplinary action will be taken against them which may lead to dismissal or expulsion.

8.2 In addition, in terms of the Tobacco Products Control Act, the employee/student and Cornerstone Institute may also be subject to prosecution should the Act be contravened.

4.4 Drug and alcohol testing:

4.4.1 Cornerstone Institute may request drug and alcohol testing in the form of a urine, blood, saliva, sweat, breath and hair patch test, where written consent has been given by the employee/student; to determine the presence or absence of specified parent drugs or their metabolites.

4.4.3 Saliva, sweat or breath testing will be conducted via the security service provider using drug testing kits or calibrated breathalyser equipment in the presence of a Cornerstone Institute manager or Human Resources Officer.

4.4.4 These drug testing kits will always be available on the premises and the security services provider need to show proof that the breathalyser is calibrated.

4.4.5 Cornerstone Institute has a zero percentage tolerance level.

4.4.6 Random testing may be performed on any number of employees/students at any time of the day on any working day or shift throughout the year.

4.1.6.1 Random testing is applied to all employees/students who are chosen on a "neutral-selection" basis without advance notice.

4.1.6.2 The number of employees/students chosen to be tested will be randomly selected by the Health and Safety Representative and Human Resources Officers from a name list just before testing is to take place.

4.1.6.3 Those persons chosen to be tested need to be collected and held in one place.

4.1.6.4 The security provider will do a preliminary breathalyser and/or saliva or sweat test (in the presence of at least one Cornerstone Institute manager). If any of the results are deemed positive a sec-

ond test will be ordered via a medical health practitioner.

4.1.6.5 Employees nominated for a post (after an interview) may also be requested to provide a specimen for testing.

4.1.6.6 Should the need arise and where there is a reasonable suspicion that an employee/student has been misusing a substance that will impact the college and the employee/student's performance, the college reserves the right to request that the individual undergoes an appropriate alcohol/drug test (see Annexure 2).

4.1.6.7 Reasons for possible disciplinary action include:

4.1.6.7.1 An alcohol level above the agreed zero tolerance level and/or

4.1.6.7.2 A positive test result on any illegal/controlled substance.

4.5 Reasonable suspicions include:

4.5.1 If the employee has been found positive for alcohol when taking a breathalyser test every morning at the security gate when entering.

4.5.2 Or if the following symptoms are observed(usually unusual behaviour) at work throughout the day or night:

4.5.2.1 Impaired judgement & concentration and clumsiness or poor coordination

4.5.2.2 Off balance & unsteady

4.5.3 Loss of the sense of time and/or confusion or drowsiness

4.5.4 Diluted pupils and white of eyes red

4.5.5 Slow reactions and slurry speech

4.5.6 Excessive sweating or intense flushes (under the circumstances)

4.5.7 Aggressive violent behaviour/excessive mood swings/emotional distress/irritability high

4.5.8 Delusions or hallucinations

4.5.9 Overly upbeat, talkative and happy

4.5.10 Muscle spasms or abdominal pains, nausea and vomiting

4.5.11 Dizziness or even fainting

4.6 Post Incident/Accident

4.6.1 A substance abuse test may be requested as soon as possible after an incident took place which resulted in death, injury or damage. It will be within 8 hours for alcohol and 32 hours for any other controlled substance.

4.6.2 An employee/student who is seriously injured and cannot provide a specimen for testing will be required to authorize the release of relevant hospital reports or other documentation that would indicate whether controlled substances or alcohol was in his/her system at the time of the accident. No employee/student involved in an incident may consume any alcohol within 8 hours after it took place.

4.7 Tampering With Specimens/Providing Fraudulent Specimens

4.7.1 If during any specimen collection procedure it is detected that an employee/student made an effort to adulterate or substitute a specimen, a second will be requested under monitoring or observation. The second sample will be tested. If the employee/student refuses to provide a second specimen the company will be informed. This may lead to disciplinary steps.

4.7.2 If it is found a urine sample has been diluted a second sample will be requested. The donor must be informed not to drink any fluids before the collection. A diluted positive sample, will still be treated as a positive test until the second sample results has been received

Cornerstone Campus

Tel: +27(0)21 448 0050

Email: sdss@cornerstone.ac.za

https://sdss.cornerstone.ac.za/