LECTURERS
HANDBOOK

INSCAPE

This handbook provides the processes that lecturers should follow during their employment at Inscape. The handbook must be read in conjunction with the various policy documents, calendar and documents uploaded by Inscape to the online Learning Management System.

Welcome from the CEO

I heard a wonderful story from a young lady at a recent interview who had witnessed the eruption of a volcano at some point in her life. I do not remember the details of how she came to be near a volcano, whether she lived there, happened to be on holiday or had specifically travelled there to bear witness to such an event. I also do not recall whether she had experienced it as close and life threatening or from a distance and in awe. I do, however, recall the way she described how she felt, what she smelt and the sound of flowing lava. The young lady described the event as monumental, in her life. She explained how she was reminded of her inability to influence the course of nature and that as a bystander in this thing we call life, she was made to stop and watch and listen and smell and learn. She was impressed by the magnitude of the occurrence and the synchronised events that were eruption and flow and rest and solidification in a relatively short time span. She went on to compare her experience of the volcano with the challenges presented by 2020 and the global pandemic. She spoke of the eruption as we all learnt of COVID-19, the confusion and fear, the smell of anxiety and chaos as our new realities began to flow, as lava. And then after a relatively short time span, we settled, we rested, and we hardened to the new way of doing things. We learnt and repositioned and firmed ourselves into our new spaces and places. And, whilst as rock, we still have settling to do and we will still crack and form crevices and parts will break off and settle elsewhere, we have essentially built a new and stronger foundation from where seeds will eventually germinate, buds will grow, and forests will flourish.

I so enjoyed her analogy, that I shared it with our staff and felt I would like to share it with the rest of our Tribe through this message. Because yes, we were presented with challenges in 2020. The chaos that ensued, we navigated with grace and confidence and kindness and empathy. We valued and cared for our colleagues, students, parents, and our extended community. We should, however, not confuse empathy for allowing weakness or settling for mediocrity for it is in our DNA at Inscape to seek out the positive and to transform challenges into opportunities for achievement. We are success driven and output focussed and hard workers who strive for excellence.

We proved through the Inscape way that we could overcome the challenges we faced as a community and still achieve the quality output that we have become accustomed to. It is for this reason, that we had the most exceptional year at Inscape last year, in so many ways.

Towards the end of last year, we conducted independent research amongst our students, staff, alumnus and industry. The insights we gleaned have affirmed the balance achieved in maintaining and building deeper relationships whilst ensuring quality graduates are produced.

Herewith a high-level view of these results as a testimony to the work that Inscape does. Source: Student Survey 2020:

When students were asked what the biggest difference Inscape has made in their lives, three dominant themes were revealed. "Inscape has broadened my perspective / taught me how to think". "Inscape has helped me believe in myself / shown me that my voice is valid". "Inscape has given me practical knowledge / skills". These themes validate/support Inscape's mission of providing "holistic development of individuals." When asking students how they would describe the uniqueness of the Inscape experience to peers the Top four themes that emerged were: Quality Experience, Enable Self Actualisation, Individual Attention and Practical Learning. 88% of our students rated our ability to deliver on our values, Quality, Authenticity and Relationships as Excellent giving us an average score of 4.5 out of 5. The Top three values we were best rated for:

Student-Centric, Purpose Driven and Quality Lecturers and Course Material. Inscape was described by several current students as home where they enjoy the company of their peers and the best lecturers who push them to a new level of excellence: "they pushed me to be better and not just good in what you do. Yes, you will cry and think you cannot do it, but Inscape taught me if there is a will there is a way and look where it brought me. I finished my studies, and I did it by myself." "Inscape is a place where you aren't just a number, you are looked after, and you have the best lectures to help you get to where you want to be." Source: Student and Staff Survey 2020:

Inscape achieved an excellent Net Promoter Score (NPS) of 80% amongst both students and staff when asked how likely they were to recommend Inscape to their friends and family. Source: Host Survey 2020, Source: Annual Report 2019, Key comments from Hosts and Alumni Survey 2020:

70% of our Alumni have indicated that Inscape has given them a competitive edge in their field. The Top three values our Alumni scored us the highest on were: Purpose Driven, Innovative and Authentic. Inscape graduates are highly rated for their ability to contribute in the workplace, across our courses and degrees 90% of our graduates are considered Industry Ready. Our students' top attributes were highlighted by supervisors as: Contribution to teamwork, Ability to adapt, Show energy and determination, Show work ethic, and Can use relevant software. Inscape has been applauded by Alumni and Hosts for developing graduates who can contribute from the get-go" We have had employees and interns from Inscape and other colleges. I noticed that the Inscape students learn fast, have a better understanding on the "how-to" in technical applications. Those from other colleges seemed to have an education more focused on the retail sector, had limited knowledge, and were not as proficient in the technical, practical application of design. This sets Inscape apart in that the outcomes from the Institution are of such a high standard, graduates from Inscape are truly and proficiently ready to enter into the workplace and make successful careers."

And, so, we enter 2021 with a newfound confidence, reminded that we need not settle for mediocrity. That despite the flux the world finds itself in, despite the personal challenges we might experience, despite that technological hurdles we may encounter, despite the naysayers and the temptation to give in and give up, WE, have the ability, the passion, and the drive to continue being great. I urge each member of the Tribe to align themselves to this thinking, because in 2020 we thought we could, and we did.

As the volcanic lava forms rock, our foundations for the future are stronger because our intentions have been and are right. Our relationships have been maintained and, in many instances, become deeper. We continue to be kind and to show empathy whilst we strive for success and greatness. In 2021, If we think we can, we will.

I wish each member of the Tribe a phenomenal year, filled with the drive to work hard, the passion to be great, the will to make a difference in the lives of others and resounding happiness and health.
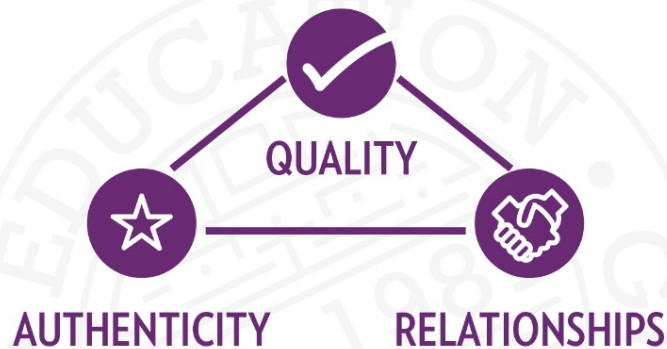
Best regards

Helen Bührs
CEO Inscape

INSCAPE.

DESIGN FOR LIFE

VISION

QUALITY

AUTHENTICITY   RELATIONSHIPS

MISSION

We strive to facilitate **holistic learning** to develop each individual to achieve their *full potential in society*.

WWW.INSCAPE.AC

BE LOCAL GO GLOBAL

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1. TEACHING AND LEARNING

This document outlines the responsibilities of lecturers at Inscape as well as the procedures, approaches, methods and various modes of teaching and learning that Inscape employs to develop our students into responsible, creative and successful practitioners with a passion for their profession. In order to achieve this, we aim at integrating current approaches and methods. Contact and Distance programmes are delivered to small groups of students and should at all times be outcome, academic and career oriented. Emphasis is placed on practical investigation of both theory and practical type subjects to ensure a thorough understanding of the various elements that make up the content of the syllabus.

1.1. Outcomes-Based Education Approach

Inscape follows an Outcomes Based Education (OBE) approach that focuses on how the student learns – the most effective learning tools are discovery and exploration. The curriculum is designed to afford the student this type of learning and is facilitated and guided by the lecturer. Lecturers are expected to move beyond the lecturer centred approach and are encouraged to explore and use new learning theories where the student learns through exploration and interaction with professionals in the field. Inscape lecturers constantly explore the use of alternative teaching and learning methods to help with effective programme delivery and lecturers should aim to stay up to date with the industry and relevant learning innovations.

Inscape integrates subject matter in projects to enhance the relevance of each subject as part of the holistic learning experience - focusing not only on knowledge and skills but on the development of the individual. Education and training are aimed at the students' learning, graduation and successful entry into the industry and/or further studies.

1.2. Developmental teaching and learning

We believe that good education starts with a highly professional teaching core, our lecturers are therefore qualified, knowledgeable, experienced and professional practitioners. Our lecturers are expected to adopt a developmental approach to student learning, inspiring students and cultivating in them a desire to learn through discovery. Lecturers facilitate learning of the students in their class and therefore need to continuously update their disciplinary knowledge and experience as well as their understanding of Higher Education teaching in order to contribute to the all-round development of each individual student. From the lecturer's example and guidance, students are set a standard by which they measure themselves for industry readiness.

Lecturers are rotated to ensure that students are exposed to several opinions, viewpoints and styles of teaching and learning. This approach aims to facilitate students developing well rounded and refined design, communication and problem-solving skills.

1.3. Delivery
1.3.1. Delivery modes

Inscape offers contact and distance programmes. In both instances, lecturers are required to facilitate in class learning.

1.3.2.   Teaching approaches

All lecturers receive course documents that outline the schedule and pace of classes, the content to be covered as well as the learning and assessment outcomes. Lecturers are expected to use a variety of teaching modes in their classes which may include formal presentations by lecturer and/or students, workshops, demonstrations and independent study. The following modes of delivery are options to consider.

1.3.3.   Flipped classroom

The content for a class is provided to students ahead of time and they are expected to go through the material and prepare for the class, tutorial or workshop. The material provided to students may be in the form of readings, presentations, videos, or other material. Class time is then used for discussion, questions and activities.

1.3.4.   Problem- and project-based learning

Research assignments and practical projects within each programme contribute directly to the enhancement of the students' success in his/her career path. Practical projects mimic real projects in the industry, whereas research assignments assist in laying the foundation of knowledge as the critical basis for conceptualisation and problem solving.

- Project based learning in design is tied to authentic assignments/briefs. Assignments/briefs indicate to the student what has to be learnt and what the required learning outcomes are.
- Projects based learning in real world contexts ensures that learning is relevant, current and industry oriented.
  - *Assignments/briefs with knowledge outcomes* are written in such a way that students learn through using research to build a knowledge base – through gathering, selecting, organising and evaluating information they take ownership of their own learning. Information gathered is verified, contextualised and clarified during lecturer led peer discussions and feedback, to ensure that students acquire the relevant knowledge and skills to meet the outcomes for that project. When citing sources students and lecturers should make use of the *Inscape referencing guide*.
  - *Assignments/briefs with skills outcomes* challenge students to apply knowledge practically using the knowledge base that they continually build on to solve problems at the prescribed level described in the brief outcomes.
  - *Assignments/briefs with creativity outcomes* challenge the students to find solutions outside of the obvious, outside of the recognised norm of problem solving. Projects such as these are fundamentally important to the student's development as they systematically break down the boundaries which define the accepted and every day for every problem. Creativity should be nurtured and grown; creativity encourages innovative thinking and problem solving.
  - *Assignments/briefs with value outcomes* build on the student's intrinsic ethical and moral values as design and communication practitioners, these projects grow the student as a whole person and professional designer, not just focusing on their academic abilities.

1.3.5. Interactive class discussion and critique

Discussions may be in person or make use of communication platforms, they are arranged so that:

- All the students in the class or group participate.
- Lecturer critiques and provide feedback on student work, students critique and provide feedback on peer work or their own work.
- The lecturer facilitates and manages these discussions.
- The discussions should be aimed at achieving specific objectives.

1.3.6. Blended learning and the use of social media

Inscape adopts a blended approach to teaching and learning, where 'blended' is defined as combining digital media with established face-to-face or online contact. Lecturers combine their face-to-face or online teaching with off-site learning, giving the student control over the elements of time, place, path and pace of certain learning activities.

These blended learning activities may include (but are not limited to):

- Videos (students view video content in their own time and at their own pace).
- Internet tutorials (online exercises completed at the student's own pace).
- Additional internet/online sources (students to access additional content at their own time, following their own path of learning).
- Engaging in discussion and posting on various social media platforms and blogs.
- Interactive courseware on the LMS and Virtual Learning Environment.

When using any form of social media as part of the teaching and learning activities, Inscape expects students and staff to:

- Be credible – accurate, fair, thorough and transparent.
- Be respectful – encourage constructive criticism and deliberation.
- Be cordial, honest and professional at all times.
- Write what you know – you have to know your facts and cite credible sources.
- Acknowledge if a mistake is made through your comment or response and respond to it immediately.
- Be responsive – when you gain insight share it where appropriate.
- Keep postings legal, ethical and respectful.
- Respect copyright laws.
- Not post confidential or proprietary information.
- Act as a responsible citizen – always keeping the best interest of yourself, your peers/fellow staff members and Inscape in mind.

1.3.7. Experiential learning

Not only are real work projects built into the Inscape curriculum to ensure learning through experience, but students may be required to do additional projects that contribute to their learning.

Lecturers should check the course documents to identify what the requirements for work-based learning are. Inscape believes that some of the most powerful design learning comes when students interact with industry. This is done through extensive research into and first-hand contact with relevant and related design and communication industries. Active industry engagement is achieved through the following ways.

- Industry defined live assignments, briefs and projects.
- Competitions
- Visits to or from companies and individuals in the related industries
  - Talks and videos delivered on campus and online by practicing professionals from related industries
  - Talks on existing and new materials and services
  - Workshops delivered by external professionals related to the industry,
  - Tours of factories, retailers, production houses and suppliers related to the industry.
- Job shadowing
- Experiential training
- Independent student contact with industry as part of structured research – students communicate with industry professionals and report back to class during follow-up interactive class discussions.

Where necessary, for instance in the case of an emergency such as the lockdown during Covid-19 pandemic, Inscape will institute alternate projects for students if work based experiential learning cannot take place.

Real projects / live industry assignments, briefs and projects should be treated as such – the clients/agency's brief(s) and deadlines must be adhered to in the same way that a project would be handled in the workplace. In this situation lecturers serve as facilitators between students and clients/agencies, giving them all the benefits of his/her practical expertise/experience of the industry.

Competitions

Competitions are an important part of the Inscape syllabus. They expose students to the realities of the world outside the institution. Competitions are integrated into the syllabus for final year qualifications students as part of their exit level competencies. Students from various programmes and levels may also be expected to participate in one or more competitions each year. The benefits to both the curriculum, student and the institution are evaluated before such competitions are incorporated into the curriculum.

When a competition is deemed appropriate and beneficial, Inscape students will participate either at a national level as the completion will be incorporated into the curriculum, or on an *ad hoc* basis on a specific campus. The organising company is usually able to brief the students and there is support available to the students and lecturers for the duration of the competition. Inscape undertakes to direct the students throughout the design process and ensure that the students present acceptable designs to the organizer.

The results of successful competitions will, where appropriate, be used for marketing and promotion purposes.

Company visits and guest speakers

Lecturers are responsible for arranging industry exposure activities for their classes and should try to do so as often as possible. Distance lecturers may invite guest speakers to their contact sessions, contact lecturers should ensure the following are in place before the visit or guest speaker is arranged.

- Student indemnity forms must be taken on all off-campus outings arranged for students.
- Campus Marketing Coordinators (MC), Programme Coordinators and AFL/FTLs need to be notified of any exposure activities taking place on campus to ensure studios are booked, requested equipment is set up, and communication is sent out to the relevant students.
- It is the Inscape tradition to provide guest speakers/industry practitioners with a token of appreciation (normally a gift voucher, or other small gift) on such occasions, a digital gift voucher may be sent to thank distance guest speakers if a physical token of appreciation is not possible.

1.3.7.1. Job shadowing

Students enrolled in certain qualifications take part in a job shadowing activity relevant to their discipline.
Please check the course documents as lecturers are tasked with the following:

- ensuring that students find relevant placements,
- collecting the evidence of student learning, and
- assessing this evidence.

1.3.7.2. Experiential training

Students enrolled in certain qualifications take part in experiential training relevant to their discipline. Please check the course documents as lecturers are tasked with the following.

- Collecting and collating information from the students regarding the full details of the company hosting the student for Experiential Training
- Contact person's details including phone number and email address.

On a contact campus

- The lecturer must pass this information on to the Marketing Coordinator (MC) at each campus. The MC copies personalised letter of introduction provided by the Academic Department for each student using the information given to them by the subject lecturer.
- Within two weeks of completing their Experiential Training students must submit all documentation to the subject lecturer. Once marking has taken place, all documents are given to the MC.

Distance department

- Students pass this information on to their lecturer who copies personalised letter of introduction provided by the Academic Department for each student using the information given to them by the student.
- Within two weeks of completing their Experiential Training students must submit all documentation to their lecturer. Once marking has taken place.

1.4. Addressing student learning needs

The success of the student at Inscape is ultimately shared between Inscape, the lecturers and the student themselves. The student and lecturer are held jointly accountable to Inscape for the student's progress. Students can approach their lecturers during scheduled class times for assistance in addressing their learning needs. In order to be proactive, lecturers need to identify and notify the AFL/FTL of Cause for Concern (CFC) students as early as possible. The AFL/FTL will address these students as an attempt to remedy the problems as far as possible.

Lecturers teaching in the Distance programmes must be available to students on the digital teaching platform during the indicated contact hours, they should also available to respond to questions and queries via e-mail and on any other digital communication platform defined by the institution. Students should, at all times behave professionally and responsibly – as would be expected in the industry. Distance lecturers identify and address CFC students as early as possible to intervene and remedy the problem as soon as possible.

1.5. Lecturer preparation

Our lecturers are employed for the professional, academic and industry value they bring to teaching. All teaching sessions require equal preparatory research by lecturers, this is particularly the case when new subject matter is introduced to the student as they will need a fair amount of input. We, therefore, require our lecturers to be well prepared to ensure maximum learning output in each session.

- Lecturer preparation time is included in remuneration rates (refer to Lecturer position profile and contract).
- As the experts in the field, lecturers are expected to provide real life experience and exampled to the content, which is currently being learnt, creating an engaging and interactive learning experience to assist students with their personal growth and development.

Lecturers should include examples and discussion topics in their preparation to further challenge and extend the student's academic development. Any material included in notes or presentations must be referenced according to the Inscape Referencing guide. It is crucial that all lecturers be familiar with this guide and to set an example by correctly acknowledging other author's work and referencing it. See Inscape Plagiarism Policy.

- Lecturers are encouraged to make use of blended learning methods in their teaching for enhanced learning.

1.6. Use of ICT equipment and facilities to aid teaching and learning

Inscape embraces the affordances which technology provides to education, we encourage our lecturers to make use of various digital equipment and online platforms to support more engaged in-class learning.

The following is provided for contact campuses.

- Projectors are installed in each studio and where not available a floating projector must be arranged with the campus administrative staff
- Speakers (to be booked and signed for with the campus administrative staff
- Wi-Fi access to staff and students

- Campus library
  - Inscape Education Group provides all its campuses with a library containing reference material that covers content for all disciplines and programmes offered. Reference material is comprised of prescribed textbooks as well as informative, inspirational and research-based titles.
  - A sample library of materials is maintained on each campus.
- Stationery
  - Inscape provides all contact qualification students with a 'Starter Kit' of art equipment relevant to their qualification as part of their course fees.
  - The art equipment is sourced from reputable suppliers that provide a professional and reliable service.
  - The Starter Kit enables students to 'get down to work' as soon as classes start without the frustration of having to source the items themselves.
  - Students will, however, be required to purchase additional items from time to time.
- Devices
  - Students have the option to Bring their Own Devices (BOD) if it meets the specifications required to run the necessary software programmes applicable to the course of study. Alternatively, Inscape provides students with the option to purchase electronic devices of varying specifications and options.
- Textbooks
  - Textbooks are provided to students in hardcopy or digital format if they are prescribed for their course. In some cases, these are included in the 'Starter Kit'.
  - Textbooks are referenced in the Study Guides that are made available to each student and are an invaluable source of information.

The following is provided for all students (both distance and contact)

- ProQuest (online library)
  - Inscape encourages lecturers and students to conduct research and therefore provides all its Qualification students with a subscription and access to an online research library in the form of ProQuest. In so doing, Inscape enables the students to conduct research anywhere, anytime to the benefit of their studies.
- Grammarly (writing and plagiarism support software)
  - Inscape supports students in improving their writing skills and ensuring that they are quoting, citing and referencing correctly. All lecturers and Qualification students are provided with a licence for Grammarly.
- Software
  - All the relevant software (for the duration of study), courseware and anything else deemed necessary is provided either on the student devices or through an upload platform.
- Courseware
  - Inscape provides each student with digital Courseware and Course Outlines to aid them in their studies. A blended learning approach is used, and interactive courseware is available on a virtual learning platform. This platform is used as support material and should be consulted in conjunction with the prescribed textbooks and additional resources.

1.7. Lecturer support and training

Inscape conducts regular training workshops and additional formal lecturer training to assist lecturers in developing their understanding and application of the outcomes-based education approach. The training contributes to more effective delivery and assessment and ultimately establishes a positive learning environment for students. Training may take place during staff meetings, workshops, and or on the LMS.

1.8. Teaching evaluations

The quality of teaching is holistically evaluated on an ongoing basis.

- Contact AFL/FTL's will sit in on a lecturer's classes from time to time to evaluate their teaching. Lecturers will be provided with feedback in a discussion.
- Distance Programme Manager/s review recorded classes from time to time to evaluate their teaching. Lecturers will be provided with feedback in a discussion.
- Students complete an online survey/s each semester evaluating teaching quality.
- Lecturers are encouraged to evaluate their own teaching and to discuss this during coaching conversations.

2. CONTACT TIMETABLE AND CLASSES
2.1. Contact Classes

- Lecturing sessions are scheduled to last for 1 hour and 45 minutes, with a short break of 15 min between sessions.
- Although lecturers are not expected to 'teach' outside their scheduled sessions they should be available to consult with students. Lecturers may provide email addresses to assist with communication outside of class.
- Lecture sessions are expected to start promptly at the scheduled time and continue for the full duration.
- If a student is more than 5 min late, at the lecturer's discretion, the student may not be allowed to attend the session. However, as we have an open-door policy the student is welcome to discuss the reason for being late with the lecturer after the session.
- If a student is more than 5 min late on a regular basis, the lecturer will inform the AFL/FTL, who will address this with the student and account payer if deemed necessary.
- If a lecturer is more than 15min late, the students should inform the FTL/AFL who will take lead of the situation. The FTL/AFL will provide further guidance to the class.
- Students are allowed to leave the class if a lecturer is more than 30min late. The class will be rescheduled accordingly.
- If a lecturer is more than 5min late regularly, the Class Representative should inform the FTL/AFL thereof in writing.
- There is a scheduled 45 min lunch break between sessions 3 and 4.
- Students may only attend lecture sessions to which they have been assigned.
- Students may not bring visitors to lecture sessions.
- Students may not make or receive phone calls during lecture sessions.
- Students are expected to conduct themselves in a respectful and appropriate manner during academic interactions and activities including critique sessions.
- Due Performance (DP) is based on attendance at lectures. All students are expected to attend at least 80% of lecture sessions each year and to be present for the duration of each session.

- A student's attendance may be taken into account, when work is assessed.
- Where illness exceeds one day, the student is to provide a doctor's note to the FTL/AFL
- On occasion, off-campus visits or talks by consultants may have to be scheduled outside normal lecture hours and may occur up to 50km away from the campus premises. Students must be advised timeously of these events.

2.2. Attendance

As per our Occupational Health and Safety requirements it is critical for lecturers to capture attendance on the printed class registers at the beginning of every class session.
- Lecturers are also required to log student attendance on the LMS.
- As students' attendance records are included in their academic reports, it is imperative that this information is captured accurately and timeously on the LMS.

2.3. Student conduct

As set out in our student code of conduct we expect our students to behave professionally and to treat all students, lecturers, staff and Inscape stakeholders with respect at all times.
- In the case where a student is disruptive in class and/shows disrespectful behaviour towards the lecturer and/or peers the following procedure should be followed:
    - The lecturer may request that the student leave the studio.
    - The lecturer will report the incident to the AFL/FTL.
    - The AFL/FTL will address the student and/or lecturer, accordingly, following the standard disciplinary procedures.
    - The student may be allowed back in class for the next session.
    - If the student refuses to leave the studio and continues to be disrespectful or continues to disrupt the class, the lecturer will leave the class and inform the AFL/FTL.
    - The AFL/FTL will address the student.
    - If the student continues to be disruptive disciplinary action will be taken.
    - The CD may suspend the student pending disciplinary procedures.
- When a lecturer shows disrespectful behaviour in the class towards a student/group of students, the Class Representative should inform the AFL/FTL of the incident. The AFL/FTL will investigate the matter and address it accordingly.
- We expect our students and staff to conduct themselves as responsible citizens, especially during social gatherings.
- Inappropriate behaviour will not be tolerated and will result in disciplinary action.

2.4. Communication

- Lecturers may communicate information with students via email.
- Staff may request Class Representatives to share communication with the class or alternatively email the students individually.
- When a lecturer emails important information to students the AFL/FTL must be included in the email.
- The AFL/FTL regularly communicates with lecturers via email. It is therefore imperative for lecturers to ensure that their contact details are kept up to date and that they carefully consider the information being shared with them.

- As we are developing professional practitioners, we discourage the use of MS/WhatsApp/other mobile application as primary communication tools between students and staff for official communication.
- Administrative staff may not share lecturer contact details with students, parents or account payers – this remains at the lecturer's discretion.
- Social Media
    - Staff may not communicate important academic information with students via Facebook or any other social media platform.
    - Staff need to carefully consider when posting pictures, functions or commentary relating to academics, students and/or Inscape related matters.

3. DISTANCE TIMETABLE AND CLASSES
3.1. Distance classes

Distance programmes are accessed by students via the Inscape LMS, with face-to-face session taking place on a digital platform, currently Microsoft Teams. All student work for assessment is uploaded to the LMS, marked by lecturers and the marks and feedback are provided to students on the LMS.

Distance programmes are fully online and delivered in an integrated approach. Courseware and assessments are online and online synchronous small group workshops, tutorials and consultation are scheduled to take place at specific intervals.

- Workshops, tutorials and consultations for distance students are scheduled in advance and students will find these indicated in the course outline and on the LMS calendar. Students are expected to attend and participate in the scheduled classes.
- They are expected to participate and engage with the online course material and the communication platform.
- Interaction and engagement are tracked.
- Students are expected to prepare for upcoming classes.
- The activities and assignment/brief deadline dates are pre-scheduled on the course outlines and should be considered and used for planning.

3.2. Student conduct

As set out in our student code of conduct we expect our students to behave professionally and to treat all students, lecturers, staff and Inscape stakeholders with respect at all times.
- When a student is disruptive in class and/shows disrespectful behaviour towards the lecturer and/or peers the following procedure should be followed.
    - The lecturer may request that the student leave the online session.
    - The lecturer will report the incident to the Programme Coordinator.
    - The Programme Coordinator will address the student and/or lecturer, accordingly, following the standard disciplinary procedures.
    - The student may be allowed to attend the next session.
    - If the student continues to be disruptive disciplinary action will be taken.
- When a lecturer shows disrespectful behaviour towards a student/group of students, any student may inform the Programme Coordinator of the incident. The Programme Coordinator will investigate the matter and address it accordingly.

- We expect our students and staff to conduct themselves as responsible citizens, especially during social gatherings.
- Inappropriate behaviour will not be tolerated and will result in disciplinary action.

3.3. Communication

- Lecturers may communicate information with students via email.
- When a lecturer emails important information to students the Programme Coordinator must be included in the email.
- The Programme Coordinator regularly communicates with lecturers via email. It is therefore imperative for lecturers to ensure that their contact details are kept up to date and that they carefully consider the information being shared with them.
- As we are developing professional practitioners, we discourage the use of MS/WhatsApp/other mobile application as primary communication tools between students and staff for official communication, (this excludes ad-hoc student support).
- Social Media
  - Staff may not communicate important academic information with students via Facebook or any other social media platform.
  - Staff need to carefully consider when posting pictures, functions or commentary relating to academics, students and/or Inscape related matters.
- Lecturers teaching in the Distance programmes must be available to students on the digital teaching platform during the indicated contact hours.
- Lecturers should respond to questions and queries via e-mail and on any other digital communication platform defined by the institution.

4. LANGUAGE POLICY

Inscape embraces the cultural diversity in South Africa and accommodates students from all different cultures in our programmes/courses. To keep our programmes/courses industry relevant and competitive (both nationally and internationally) and to make learning accessible to all students at all times, the language policy at Inscape is that we teach in English. Due to this reason, being fluent in English (as the accepted universal language) is a prerequisite for entry into any Inscape programme/course.

5. ACADEMIC HONESTY

In preparing for classes and evaluating student work, lecturers must be aware of Inscape's Plagiarism Policy, the Assessment Policy and the Inscape Referencing Guide. Using someone else's ideas or work without their permission is theft and is particularly offensive in the design and creative industries. Educational institutions play a key role in developing a sense of ethics in future practitioners. As such, it is essential that academic staff ensure that students are made aware of the importance of honesty and integrity.

The definitions and guidelines provided in the Dramatic Artistic and Literary Rights Organisation (Pty) Ltd (DALRO) principles (see http://www.dalro.co.za/) guide the definitions and approaches used at Inscape. Students are expected to ensure that all work generated is their own and must be able to provide process work and references to substantiate this. Please consult the Inscape Plagiarism policy, Teaching and Learning policy and the Student Code of Conduct document regarding plagiarism.

Research and design are both processes of basing ones learning and conceptualisation on the knowledge and insight (intellectual property) of others. Using someone else's intellectual property without their permission or without acknowledging the source is termed plagiarism. Lecturers use projects and assignments as an opportunity to inform students of the need to recognise their sources properly.

5.1. Intellectual Property and Plagiarism Procedures

When a student makes use of someone else's work (text, images, objects, designs, music, computer programs, ideas, etc.) and presents it as their own, they may be guilty of plagiarism. Given the consequence of plagiarism, it is important that students be educated about the nature and effect of plagiarism throughout the course. To this end, emphasis on the role of ethics in any profession is integrated into several assignments. Additionally, plagiarism workshops are held on each campus in Semester 1 to aid lecturers and students in understanding what constitutes plagiarism, and copyright infringement in general. Plagiarism workshops are held regularly due to staggered intakes throughout the year.

Inscape provides each lecturer and student with a Grammarly license. This software assists with identifying grammar issues as well as plagiarised sections of work.

5.2. Suspected plagiarism

If a lecturer suspects that there is a case of plagiarism they should consult the Inscape Plagiarism Policy and follow the procedures indicated in the document. Instances of copying or plagiarism must be reported immediately. The lecturer should collect all the evidence to support the charge. The decision on the plagiarism case will be made at a hearing conducted by the campus. AFL/FTL/Programme Coordinator will implement the necessary procedures.

6. ASSESSMENT

Inscape subscribes to the principles of the HEQSF and Outcomes Based Education. These principles are implemented in our curriculum development process so that they may be implemented in curriculum design, teaching and at assessment. Exercises and assignments/briefs are assessed in accordance with the internationally accepted assessment principles of the HEQSF. Please consult the Inscape Assessment Policy.

The following are some of the instruments that may be used to monitor student progress:

- continuous project-based assessment
- continuous evaluation of students' progress during interactive class critique
- peer assessment during interactive class critique of students' work
- self-evaluation - students critique their own work
- internal and external moderation.

6.1. Formative assessment

The institution employs continuous assessment as this is a useful developmental tool for students in the creative and communication industries. Progress marking of assignments (marking student work at key stages of its development) also assists the student with time management and implementing an effective preparation and planning regime. Formative assessment may, at the lecturer's discretion, be formal or informal but are always appropriate and relevant to student learning and progress.

Formative assessment tools include group critique, peer critique, self-critique and may generate both verbal and written feedback. A moderator (internal or external) may be present to provide an additional perspective. Comments may be communicated to the students there and then to facilitate the learning process or within a specified period to ensure learning takes place.

6.2. Summative assessment

Summative assessment of projects captures the holistic learning by evaluating an inter-related body of work.

- Completed student work must be critiqued, marked and the marks entered in the LMS within two weeks of submission.
- Marks and comments are captured on the LMS and students are notified thereof.
- Lecturers may not share and/or print student results; marks can be viewed on the LMS only.
- If a contact student is unable to view their results and to the best of their knowledge their account is up to date, he/she must consult the AFL/FTL or CD.
- If a distance student is unable to view their results and to the best of their knowledge their account is up to date, he/she must consult the Lecturer or Programme Coordinator.
- Lecturers must return assessed work to contact class students within two weeks of the submission date. (Certain items may be temporarily retained for display purposes but as it is the intention to assist students to develop a Portfolio of work, the work is returned to the student in good condition as soon as reasonably possible). All work remains the property of Inscape Education Group (Pty) Ltd.
- Digital submissions are indicated in the course outline and courseware, these are uploaded to the LMS.
- For Distance programmes, all submissions are digital submissions.

6.3. Assessment criteria

Learning outcomes and assessment criteria are stated in the course documents. Lecturers should mark according to these and the level of study (NQF level). At Inscape marks are assigned to the appropriate specific outcome categories (as percentages). These categories are creativity, knowledge, skills and values. Student are encouraged to evaluate their own achievement in relation to the expected outcomes and associated assessment criteria specified in the brief. The weighting of the assessment criteria is predetermined and appropriate to the nature of the assignment. The total of all criteria per assignment totals 100.

The specific assessment criteria are defined as follows:

- Creativity: measures the student's ability to generate original, innovative concepts

- Knowledge: measures the understanding and interpretation of disciplinary knowledge and knowledge from related disciplines- relevant to the task at hand.
- Skills: measure the ability of the student to complete the task well – such as writing, drawing, software, presentation skill, etc.
- Values: measures the student's consideration of the following: ethical and moral values as developing professional design and communication practitioners

6.4. Assignment/Brief submissions

Work must be submitted/uploaded at the beginning of the class session for assessment to the lecturer on the date stipulated on the course outline. Lecturers will define submission details and students are to adhere to these specifications in accordance with the assignment/brief description and course outline.

6.5. Deadlines, extensions and penalties

Typically, extensions for work submission are not granted, however, under certain circumstances

- A lecturer may at his/her discretion and with good reason (evidence must be provided), grant an extension on a hand-in deadline of a maximum of 24hours, without applying a late submission penalty.
- Thereafter, an extension may only be granted, under critical circumstances, with the permission of the AFL/FTL/Programme Coordinator after receiving a written request from a student and convincing motivation (including a police case number or a doctor's letter).
- If the AFL/FTL/Programme Coordinator grants an extension, that decision and the penalty (if applicable) is to be written on the application letter and the details entered in the notes on the LMS.
- Contact Students: In all other circumstances, if work is not submitted on or before the specified deadline a 0% will be awarded, and where applicable the late submission procedure should be followed.
- Distance Students: if a student misses a deadline, they may request to make the submission on the LMS and pay the late submission fee.
- Lecturers may request a special extended deadline in writing from the AFL/FTL/Programme Coordinator if the deadline negatively impacts the whole class/group. Special extended deadlines are not encouraged and are at the discretion of the AFL/FTL/Programme Coordinator in consultation with the Dean.

6.6. Marks

To ensure that lecturers and moderators remain as objective as possible and that the assessment is reliable, all assignments/briefs include the required learning outcomes and associated assessment criteria (aligned with the subject matter) at the appropriate level.

6.7. Contact Assessment

- The work is assessed against the criteria to establish the extent of applied competence. The learning outcomes and assessment criteria are indicated in the subject courseware.
- Lecturers copy the assessment criteria from the brief into a Mark Sheet to ensure that student work is assessed accordingly.

- The lecturer completes the Mark Sheet but does not indicate marks or the final result on the sheet. These sheets should include written feedback and are given to the student.
- Updated Mark Sheets are available from the FTL/AFL at the beginning of an academic year and will be shared with staff during orientation. The updated Mark Sheets will also be available on the LMS.
- Marks for each assignment/brief are entered in the LMS by the lecturers in the categories of Creativity, Knowledge, Skills and Values.

6.8. Distance Assessment

- Student work is assessed against the criteria to establish the extent of applied competence. The learning outcomes and assessment criteria are indicated in the subject courseware.
- Assessors use the LMS to upload feedback and marks in the categories of Creativity, Knowledge, Skills and Values, these are reviewed by the Programme Coordinator and made available to students once they are approved.

6.9. Student requested moderations

6.9.1. Request for Internal moderation

In the event that a student is not satisfied with a result awarded for a brief, the student may request that the assessment of the submitted assignment be moderated.

6.9.2. Request for External Moderation

In the event that a student is not satisfied with a result awarded for an internal moderation of an assignment a student may request an external moderation of the assessed assignment.

6.9.3. Late and resubmissions for contact students

Late and resubmissions of assignments/briefs are allowed to assist all students with exceptional circumstances to successfully achieve the desired results.

- A student may make a maximum of one **late submission** for each subject/module per term (only in S1a, S1b and S2a) during each academic year without having to furnish reasons or be granted permission.
- A student may earn a maximum mark of up to 50% for a late submission.
- A late submission fee is applicable per project/code to all late submissions submitted and can be found on the late/resubmission application form.

OR

- A student may make a maximum of one **resubmission** for each subject/module per term (only in S1a, S1b and S2a) during the academic year for assignments/briefs where a min of a 40% mark was awarded.
- Assignments/briefs that have received a mark **lower than 40% MAY NOT** be resubmitted.
- A resubmission may be marked up to a 100%.
- When resubmitting an assignment, the original submitted assignment/part thereof must be submitted with the resubmission form.

6.10.   Exceptions to the rule

- If an assignment is due in a particular lecture, it will be assumed that it is due at the beginning of the lecture unless otherwise stipulated by the lecturer.
- A 100% penalty is applied for assignments not submitted timeously. This rule is also applied to presentations.
- Exceptions will include; when a student presents a Doctor's note, death certificate or case number to prove that they were unable to attend the presentation or to submit the required assignment. The assignment should be submitted on return of the student to the lecturer or alternative arrangements must be made with the FTL/AFL to submit the required assignments at an agreed date and time.
- Oral presentations: No provision is made for a late or re-submission of oral presentations.
- Group Projects: No provision is made for a late or re-submission of group projects.

6.11.   Late and resubmission procedure

- The lecturer will be informed via the LMS that a late or resubmission has been submitted.
- The lecturer downloads or takes the assignment for marking and assesses it accordingly to the assessment criteria, keeping in mind the maximum percentage indicated clearly in red pen by the FTL/AFL.
- The lecturer records the results on the LMS system.
- All late/resubmissions must be assessed no later than two weeks after the late/resubmission block is completed.
- Lecturers return the assignment directly to the student after recording the mark on the LMS system.

6.12.   Distance Brief/Assignment Resubmission

A resubmission refers to an opportunity for a student to improve on a completed assignment. After a student has received their mark and feedback for an assignment, the student is offered an opportunity by the Lecturer to resubmit an improved version with the aim of improving their performance. This opportunity is offered to students who have received at least 40% or higher for all programmes at NQF 6 and above, and 30% and above for NQF level 5.

For resubmissions, the original assignment must be submitted/uploaded with the improved-on assignment/project.
- A resubmission mark of up to 100% can be awarded.
- A student must be invited to resubmit an assignment/project.

6.12.1.   Distance Late and Resubmissions

- The student applies for a late/resubmission by completing the necessary details on the LMS.
- The late/re- submission is approved by the Lecturer on the LMS.
- The student uploads the late/re-submission work on the LMS.
- The assignment must be accompanied by the relevant payment or supporting documents (Doctor's note, affidavit, notice to appear in court, or similar to support extenuating circumstances).
- Resubmissions must be submitted by the next submission date following the invitation to resubmit.

- Late submissions can be submitted at any time in the duration of the subject/module and must be accompanied by a proof of payment for the late submission fee.

6.12.2. Distance Late and Resubmission Internal Procedure

- The CA checks that the student is entitled to special/resubmit the assignment or has paid to submit a late assignment.
- The Lecturer approves the submission, taking into account the rules for the submission of late/resubmissions.
- The Assessor for the module receives a notification and marks the late or re-submission, entering the marks in the LMS.
- The CA captures a note on the student's profile on the LMS system regarding the receipt of the late/re submission. The subject code of the submission must be entered as well as an indication of whether the submission is a late- or re-submission.
- All late/resubmissions must be assessed within two weeks of the submission date.

7. MODERATION

Moderation (peer review) is a valuable source of input into the continued relevance of programme content and direction. Assessment of student work is moderated both internally and externally to ensure its consistency and reliability. Marking and moderation may be conducted on the campus or online.

7.1. Internal moderation

The internal moderation of assessments is conducted at two levels.

- Firstly, internal moderation takes place, evaluating a lecturer's marking accuracy and reliability. This is done by a qualified Inscape lecturer assessing the work of a student group.
  - On the LMS the FTL/AFL/Programme Coordinator will allocate an appropriate Internal Moderator to moderate the student work.
  - A minimum of one assessment per subject/module per year or semester must be internally moderated.
  - An Internal Moderation Feedback form must be completed. These forms are submitted at the end of the term to the FTL/AFL/Programme Coordinator.
- Secondly, lecturer self-evaluation through the completion of Subject Reports (online) of the assessment and moderation procedure and its effectiveness assist in analysing student progress relative to the feedback and moderation received by a lecturer.

7.2. National Academic Moderations

A National Academic team visits the various campuses to moderate selected projects to regulate and monitor the quality and consistency of programmes across campuses.

7.3. External moderation

Exit level subjects are externally moderated for all Inscape programmes. Summative assessments/briefs and/or Presentations and/or Portfolios for exit level subjects are externally moderated either on campus or online.

7.3.1. Higher Certificate Portfolio External Moderation

- Higher Certificate student portfolios are assessed by the lecturer according to NQF 5 exit level descriptors and programme outcomes.
- Portfolios for the Higher Certificates will be externally moderated. Where required external moderators must be registered with the appropriate professional body.
- The mark awarded for portfolios by the lecturer but will only be published by the FTL/AFL/Programme Coordinator once the external moderation process has been completed and marks are signed off by the Academic Committee.

7.3.2. Marking of Final Year Final Projects and Portfolios

- On each campus, the student's Final Project and Portfolio are assessed by a marking panel, which includes an industry expert.
- The marks awarded by the panel are externally moderated by a qualified and experienced Academic.
- If the marking panel awards a mark of 40% - 49% the student is declared not yet competent but is eligible to complete a supplementary submission as approved by the Academic Committee. In this case the student will be contacted by the CD/Programme Coordinator in writing and telephonically.
- The external moderator and or FTL/AFL and Dean will evaluate the supplementary submission. (see Inscape Assessment Policy).

7.3.3. Moderation – non-Portfolio, Final projects

- Identified exit level summative assessments/briefs will be marked by the lecturer and externally moderated. The requirements are highlighted in the Course Outline.
- The mark awarded for the assignments/briefs will be entered in the LMS by the lecturer but will only be published by the FTL/AFL /Programme Coordinator once the external moderation process has been completed.

7.3.4. External moderation preparation Final Projects and Portfolios

External Moderation may be conducted in person or online depending on the circumstances and mode of delivery.

- In person moderation
  - The Marketing Coordinators and Campus Operations Administrators organise the presentation space and liaise with the Final Project lecturer and FTL/AFL to ensure that the studio is set up.
  - Final Project lecturers in conjunction with the FTL/AFL set up a schedule and allow 20mins per student presentation with 5 min feedback.
  - Presentations start between 8h30 and 9h00
  - Industry Markers are required to arrive at 08h00
  - During the presentations an individual Final Project Assessment sheet is completed for each student by each member of the Marking Panel.
  - Upon reviewing the individual assessment sheets during mark allocation deliberations, a combined assessment sheet is completed by the FTL/AFL with a comparative block of all the moderator and lecturer marks.

- All these assessment sheets are handed over to the FTL/AFL who submits these to the Academic Department.
  - This sheet must be signed off in agreement for each student by all the members of the Marking Panel.
  - The FTL/AFL enters the marks in the LMS but does not publish them.

- Online moderation:
  - A sample of marked student work is digitally made available to the moderator.
  - The moderator is briefed by the Dean/Programme Coordinator regarding their role and the information in the syllabus and briefs is made available to the moderator prior to the moderation process.
  - Moderators are given the marks for the entire group of students.
  - The sample that the External Moderator is asked to review is indicated.
  - Moderators do not assess.
  - The moderator is given a specific amount of time to complete their moderation.
  - Moderators are required to complete feedback forms once they have completed the moderation
  - Once the moderation is complete and approved by the Academic Committee the marks are finalised and made available to the students via the LMS.

8. REPORTING
8.1. Marks

- Students have access to their results on the LMS provided their tuition fees are up to date.
- A final transcript is issued upon completion for the qualification at the graduation together with the graduation certificate.
- Marks awarded for assignments/briefs must be entered within two weeks of submission. Lecturer mark submissions are reviewed by the middle of each month.

8.2. Student Performance Appraisals

- Performance appraisals are generated twice in a year.
- Lecturers capture comments on a word document and submit it to the FTL/AFL for proof reading.
- The FTL/AFL will indicate the deadline for the proofread appraisals to be captured directly onto the LMS.
- Students can view their appraisals on the LMS once they have been published and made available by the FTL/AFL.
- The FTL/AFL will schedule meetings with Cause for Concern students identified in the appraisal procedure (refer to "How to add Performance Appraisals").
- If required, a student may also request a meeting with the FTL/AFL to discuss his/her Performance Appraisals after comments have been published for viewing.

9. ATTENDANCE OF INSCAPE EVENTS (Campus based lecturers only)

9.1. Social engagements

At Inscape we are about people and therefor recognise the importance and value of investing in the social development of our students to support their academic growth. Social engagements arranged on and off campus is a way for students and staff to 'get to know each other' out of the classroom in more informal environments. We encourage staff and students to take part in social activities that build creative character and invest in a healthy campus culture.

9.2. Open Days

Academic staff are expected to attend and assist during Open Days as communicated by the MC and/or FTL/AFL.

9.3. Graduation ceremony

- The Graduation and Awards ceremony is held in March or April as specified on the Inscape calendar.
- The MC is responsible for organising, planning and managing the event assisted by the COA and FTL/AFL.
- Campus based academic staff are expected to attend the graduation and awards ceremony.

10. STUDENT SUPPORT

Inscape has at the core of its principles the best interests of its enrolled students and graduates in mind. To this end, the institution puts in place mechanisms to support and develop its students to achieve their potential. Student support falls into several categories.

10.1. Career Guidance

Inscape can conduct an in-depth, personalised career counselling meeting and or interviews with every person wishing to enrol for a programme or Inscape course. These meetings are intended to ensure, as far as is possible, that a student gains access to the correct programmes and that there is a reasonable likelihood of successfully completing the programme. Brand Ambassadors will be able to guide students in selecting an appropriate course.

10.2. Small classes

The number of students per contact class at Inscape is kept to small numbers (maximum 24 in a class and 10 for supervision) making individual attention possible. Therefore, the identification of students in need of support is made as early as possible by the lecturer and FTL/AFL as the information is entered into the LMS system.

Distance student to lecturer ratios are limited to 1:100 making individual attention possible. Therefore, the identification of students in need of support is made as early as possible by the lecturer as the information is entered into the LMS system. Distance student assessment is centrally managed by qualified and experienced assessors, the number of assessments allocated to each assessor is limited to ensure detailed and relevant feedback is given to each student for each submission.

10.3.   Support Programmes

The practical 'hands-on' developmental approach Inscape takes to teaching and learning means that students develop personal processes of experimentation, discovery and practice. Lecturers build student confidence through guidance and facilitation as they spend time investing in each student during interactive class/online sessions. In this way students are equipped to address their learning needs.

10.3.1.   Contact Students and Lecturers

- The attendance, submission of assessments by students and lecturer comments are entered into the Learner Management system by lecturers for each term. This information is monitored per term by the lecturer and the FTL/AFL.
- Students and parents/guardians can view their marks and appraisals on the Learner Management System once they have been published.
- Based on the information entered in the LMS, Cause for Concern (CFC) students are identified as students who are at risk of being unsuccessful in their chosen studies.
- A support process for the student is defined by the FTL/AFL and the Campus Director in collaboration with the student.
- Students receive access to, and training on, various support programmes such as Grammarly LinkedIn Learning and ProQuest.

10.3.2.   Distance Students and Lecturers

- A student's academic activity is regularly monitored by the lecturer.
- An academic audit is conducted by the Programme Coordinator bi-monthly to identify students who are inactive and a cause for concern.
- The student and account payer are notified that the student is currently a cause for concern due to inactivity or a failing mark.
- Students and account payers can log into the LMS at any time to view the student's marks and any notifications published by the lecturer.
- Students receive access to, and training on, various support programmes such as Grammarly LinkedIn Learning and ProQuest.

10.4.   Financial Support

Inscape receives no state subsidy; scholarships are therefore funded by Inscape.

10.4.1.   Financial assistance application

Inscape provides student financial assistance. The following process needs to be followed:

- Students complete a Financial Assistance Application form and submit all accompanying documents to the Campus Director/Distance Manager.
- Applicants must have an average academic mark of at least 60% and attendance (or academic activity in the case of a distance student) of 80% for the past year.
- Applications for Financial Assistance may be made at the end of the current calendar year.
- Financial assistance is granted at the discretion of the Inscape Exco.

- Financial Assistance excludes monthly consumables, transport, parking fees, accommodation and any other additional fees such as late submission fees, deferment fees, transfer fees and the like.
- The financial assistance is non-transferable.
- Should financial assistance be granted, the agreement will be for the current academic year applied for, and continuing financial assistance is dependent on the student's academic performance and conduct evaluations at the end of each term.
- Should the student not comply with the rules and regulations as per the above or adhere to the Inscape Student Code of Conduct and/or Policies and Procedures, the financial assistance will be withdrawn.
- In such a case the student will be held liable for the tuition fees as well as a fee for any study pack provided.

10.4.2.   Student assistance application (contact students only)

Inscape provides limited student financial assistance in the form of student assistant positions. The number of student assistants is determined by the overall annual campus student numbers. The position and performance are reviewed termly.

Student Assistance applications may be made at the end of the current academic year. Candidates wishing to apply for the student assistant position need to meet the following criteria:

- Have been a student at Inscape for a total of one full year prior to applying
- Fill in a student assistant application form
- Be interviewed by the FTL/AFL or CD
- Sign a contract clearly stipulating the number of work hours requited in exchange for a percentage deduction of the current years fee
- Must continue to pass all subjects and attend 80% of all classes
- Applicants must have an average academic mark of at least 60% and attendance of 80% for the past year.
- Assistance excludes monthly consumables, transport, parking fees, accommodation and any other additional fees such as late submission fees, deferment fees, transfer fees and the like.
- The student assistance is non-transferable.
- Should student assistance be granted, the agreement will be for the current academic year applied for, and continuing financial assistance is dependent on the student's academic performance and conduct evaluations at the end of each term.
- Should the student not comply with the rules & regulations as per the above or adhere to the Inscape Student Code of Conduct and/or Policies and Procedures, the financial assistance will be withdrawn.
- In such a case the student will be held liable for the tuition fees as well as a fee for the study pack provided.

For further information regarding bursaries please consult the Inscape Website.

10.5.   Distance students

Unique support structure for distance students is made up of a number of elements.

- Lecturers – provide academic support, monitor and respond to communication and messages on the communication platforms.
- Assessors – provide appropriate and comprehensive feedback specific to each assessment for each student.
- Technical support – provide support for accessing and using the LMS, as well as software support for specific programmes.
- Librarian – support with identifying and accessing information, assistance with academic writing and referencing.
- Administration – support regarding enrolment, finance, and mark queries.
- Peers – an online environment is created to foster the creation of a community of inquiry between students.
- Student wellness – students are allocated to a student support ambassador. The student support ambassador checks in with the student telephonically or via email once a week, should the student need advice or assistance, the ambassador is able to put the student in touch with the relevant department or individual.

11. PARENTS, GUARDIANS AND/OR SPONSOR INVOLVEMENT

Inscape is an institution of Higher Learning, students are treated as adults and expected to behave as such. Parents, guardians and/or sponsors have a role to play as they provide the support and encouragement that a student needs to succeed. Taking this into consideration Inscape expects the following.

- Students take responsibility for their own learning; this is done to empower the student and teach them to manage their time, learning, capacity for stress tolerance and workload. Having mastered this, an Inscape graduate is able to function as a sustainable, profitable employee, and quickly master the dynamic of the working world.
- Independence and responsibility cannot be cultivated in students who are not responsible for their own learning. If a student hands over this responsibility to a parent, guardian and/or sponsor or if the parent, guardian and/or sponsor takes this responsibility away from the student, the student cannot grow or learn.
- The FTL/AFL/Programme Coordinator is available to students and parents, guardians and/or sponsors to discuss challenges and/or barriers to learning that may exist and to provide appropriate support and advice. Should the parent, guardian and/or sponsor overstep their boundaries they will be invited to meet with the FTL/AFL /CD /Programme Coordinator where the situation, roles and responsibilities can be clarified and reassigned.
- The financial and emotional investment of a parent, guardian and/or sponsor is not overlooked or undermined, but at the same time enough emphasis cannot be placed on the importance of a student assuming responsibility of their own learning.

12. STUDENT GRIEVANCES

Inscape seeks to create confident, competent and employable graduates; to do so student concerns need to be resolved promptly and fairly by management. Regardless of how the concern is resolved, what is important is that it is resolved to the satisfaction of all parties concerned and that it is brought to management's attention. We appreciate when students bring their concerns to our attention; only if we are aware of it, can we attempt to 'fix' it.

The procedure for a student to lodge a grievance is documented in the Student Handbook.

- Adhering to a few key principles will help to satisfactorily resolve concerns:
  - It can usually be resolved more easily if it is addressed early
  - Students should raise their issues themselves, or through a class representative, rather than through a third party
  - When we approach a problem positively and with the intention of finding a satisfactory solution, the problem is more likely to be resolved
  - Constructive proposals usually help in achieving satisfactory solutions.
  - If a student discusses a potential grievance with you regarding a third party, refer the student to their handbook and suggest that they make an appointment with the FTL/AFL.

13. PHYSICAL RESOURCEs AND FACILITIES

13.1. Library

- Lecturers and students have access to a variety of library resources.
- Reference works in the Inscape libraries must be booked out in accordance with the library procedure.
- A copy of each prescribed book can be found in the library.
- All library loans, including books, DVD's and sample material must be returned on the day that they are borrowed and may not leave the premises.
- Students may use books and the reference material in the library or studios on campus.
- Where feasible distance students and lecturers may apply to the Campus Director to access the on campus physical library.

13.2. Inscape equipment and resources

Inscape's ICT resources are provided primarily to facilitate a person's work as a student within the company/campus. Students must consult the Inscape ICT Acceptable Use Policy document.

Procedures apply to all information and communication technology, including, and not limited to: equipment (computers, 'phones, 'copiers and printers, fax), services (web browsing, email, financial transactions, sending and receiving information) and documentation (computer files and programs) by means of ICT at Inscape (whether it belongs to Inscape or not).
- In order to use some of the Inscape computing or communication facilities, a student must first be registered by the Campus.
- Registration to use Inscape services implies, and is conditional upon, acceptance of this Inscape ICT Acceptable Use Policy, for which a signature of acceptance may be required. The lack of a signature does not exempt an individual from any obligation under this Policy.

- The registration procedure grants authorisation to use the core ICT facilities of Inscape. Following registration, a username, password (and e-mail address) will be allocated.

13.3. General Facilities

- Smoking is not permitted in any Campus buildings.
- Designated smoking areas must be adhered to and cigarette butts must be disposed of by the student.
- Drugs and firearms are not permitted on any Inscape premises.
- Alcoholic beverages may be consumed in moderation when on Inscape activities, whether on Inscape premises or not. Abuse of this privilege will result in it being retracted and possible disciplinary action and suspension or expulsion.
- Students are asked to take care of work surfaces, computers and other equipment. Cutting and pasting is only to be done on cutting mats.

14. HEALTH AND SAFETY ON CAMPUSES (contact lecturers and students only)

Students on campus must comply with all health and safety regulations.

14.1. Safety

- Save all campus emergency numbers and know the location of all campus emergency stations.
- Be alert and aware of your surroundings by limiting distractions such as cell phones, laptops and notebooks.
- Walk in groups when off campus.
- If you must travel alone, walk, drive, or bike in well-lit areas. Also be sure to alert someone of your whereabouts.
- If you have a bike, invest in a quality U-lock to keep it secure.
- Protect your personal information when on campus.
- Be sure to log off before leaving when using public computers.
- Park in well-lit areas, lock all items in your boot and check that your car is locked.
- Report any suspicious activity to Campus Director or a relevant Manager.
- Notify the authorities about any suspicious people, vehicles or activities in or outside of your building.
- Familiarize yourself with your campus's safety procedures.
- Familiarise yourself with the fire exits and escape routes on campus.
- If you witness a crime being committed on campus, contact campus-security or the any of the available managers on duty.

14.2. Hygiene

- Palettes, brushes and pens are to be washed in the designated sink. Kitchen sinks and bathroom basins may not be used for this purpose.
- Students are asked to leave studios between sessions to allow for cleaning.
- Campus toilets are to be kept clean and tidy.
- Rubbish is to be thrown into applicable rubbish bins.
- Kitchens and socialising areas are to be kept clean.

15. MARKETING

Lecturers need to be available to attend Inscape events including but not limited to Open days, workshops, Industry days, etc.

16. FINANCIAL MATTERS

- All moneys owed by students to Inscape are to be paid using existing payment plan options offered by the Institution. (refer to the current fees on the Website).
- The Institution reserves the right not to assess student work or to provide a progress report when a student's fees are overdue.
- In the event that a student's fees are outstanding, the Institution shall be entitled to suspend the student without compromising the Contract of Enrolment.
- Neither the institution nor its employees shall be liable for any loss or damage to any of the student personal effects while on the premises.

17. STUDENT TRANSFERS and deferments

As Inscape offers many programmes across multiple campuses simultaneously, the opportunity to transfer between programmes/courses and between campuses in South Africa is presented.

In order for the transition to be as seamless and efficient as possible the following student transfer procedure should be adhered to.

17.1.   Student Deferment

As students are our main concern, we understand that under certain circumstances the need may arise for a student to suspend their studies temporarily.
- Inscape offers students the option to apply for a Deferment in writing to the CD/Distance Manager.
- If deferment is granted the student will be allowed to postpone his/her studies for an allocated time period which may span over a term, ½ year (deferment) or full year respectively suspended studies.

17.2.   Transferring from one course/programme to another (same mode of learning)

- When transferring between qualifications the student should understand that completed credits for subjects can only be transferred if appropriate and at the discretion of the Academic Committee.
- Students may not transfer after 25% of a course has been completed.

17.3.   Student transfer between contact campuses within the same mode of learning

One of the many benefits of being an Inscape student is the opportunity to transfer from one campus in South Africa to another campus in South Africa without disrupting the student's studies.

- If a student wishes to transfer to another Inscape campus, the student must inform the CD in writing.

17.4. *Student transfer between different modes of learning*

One of the many benefits of being an Inscape student is the opportunity to transfer from one mode of learning to another, for example from distance to contact learning with minimal disruptions to the student's studies.

- If a student wishes to transfer the student must first ensure that the programme they are enrolled in is offered through both modes of learning, if the programme is not, then the transfer is not possible.
- If the programme is offered though both modes of learning, then the student should download and complete the Transfer Application Form which is available on the LMS.

VARIATION TO POLICY

This document may be revised from time to time without notice.
Students must consult the Inscape Policy documents.