# INSCAPE EDUCATION GROUP

## Admission Policy and Procedure <span style="color:red">V2025, R01, U01</span>

This policy aligns with the Inscape vision "For our people to look back and see the difference we have made" and our mission; "to ensure every active participant is work-ready, life-ready, society-ready, challenge-ready". Our core values of Quality, Authenticity and Relationships are embedded in the Inscape approach to education, curriculum design, teaching, learning, assessment, community engagement, research and stakeholder engagement. Considering our vision, mission and core values, quality education remains a priority for Inscape as it has a meaningful and positive impact on society, the environment and the economy in the African context.

Each policy document outlines how the various elements of the institution contribute to the quality of student learning and should be considered in conjunction with other policies and the student and lecturer handbooks.

The following policy and procedures apply to all accredited Contact and Distance programmes offered by Inscape.

All Policies and Procedures are reviewed and updated annually. It remains the responsibility of students and staff to remain up to date with the latest Inscape policies and procedures.

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## ABBREVIATIONS

| | |
|---|---|
| **BA:** | Brand Ambassador |
| **BYOD:** | Bring your own device |
| **COA:** | Campus Operations Administrator |
| **CAM:** | Campus Academic Manager |
| **CAO:** | Chief Academic Officer |
| **CAT:** | Credit Accumulation and Transfer |
| **CD:** | Campus Director |
| **CE:** | Circular Economy |
| **CESM:** | Classification Education Subject Matter |
| **CFC:** | Cause for Concern |
| **CHE:** | Council on Higher Education |
| **CIO:** | Chief Information Officer |
| **COO:** | Chief Operations Officer |
| **CwD:** | Courseware Developer |
| **DA:** | Distance Administrator |
| **DHET:** | Department of Higher Education and Training |
| **EC:** | Experience Coordinator |
| **EXCO:** | Inscape Executive Committee |
| **HEQC:** | Higher Education Quality Committee |
| **HEQCIS:** | Higher Education Quality Committee Information System |
| **HEQSF:** | Higher Education Qualifications Sub Framework |
| **HR**: | Human Resources |
| **IP:** | Intellectual Property |
| **IQM:** | Institutional Quality Management |
| **IQMS:** | Institutional Quality Management System |
| **LMS**: | Learner Management System |
| **NQF:** | National Qualifications Framework |
| **NSC:** | National Senior Certificate |
| **OBE:** | Outcomes Based Education |
| **OQAM:** | Operations and Quality Assurance Manager |
| **POE:** | Portfolio of Evidence |
| **PM:** | Programme Manager |
| **QA:** | Quality Assurance |
| **QAF:** | Quality Assurance Framework (CHE) |
| **RPL:** | Recognition of Prior Learning |
| **SAQA:** | South African Qualifications Authority |
| **SRC:** | Student Representative Council |
| **USAf:** | Universities South Africa |
| **WIL:** | Work Integrated Learning |

## DEFINITION OF TERMS

**Assessment:** Systematic evaluation of a student's ability to demonstrate the achievement of the learning goals intended in a curriculum.

**Assessor:** A person that is able to conduct internal and external assessments for specific qualifications and or part-qualifications.

**Blended Learning:** Approach to teaching and learning that includes lecturer-led teaching and technology mediated teaching.

**Brief:** A term used to describe assessment tasks completed in design education, based on the term used in the industry.

**Civic-mindedness:** 'actions, activities or individuals that are motivated by or that show concern for the public good or humanity as a whole'.

**Contact classes:** Face-to-face classes in the same physical space or using digital platforms.

**Continuous assessment:** A component of assessment that is ongoing and which is used to determine a student's achievement during the course of a particular level. It integrates assessment into teaching and development of a student though ongoing feedback.

**Course:** Assessable unit of teaching and learning within a programme that is offered for a specific period and specific subject matter.

**Credit:** A measure of the volume of learning required for a qualification or part qualification, quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part-qualification. One credit is equated to 10 notional hours of learning.

**Distance Campus:** A virtual campus which is made up of all students studying distance qualifications.

**Distance Education:** the design and offering of programmes that presuppose the spatial and/or temporal separation of lecturers and students for the majority, and possibly the whole, of the learning experience.

**Facilitator:** An inclusive term referring to an educator or a teacher at a school, a lecturer at a college or university and a trainer at workplaces.

**Formative Assessment:** Type of assessment used to improve learning and to give feedback to students on progress made. It serves needs intrinsic to the educational process.

**Informal Learning:** Forms of learning that are intentional or deliberate but are not institutionalised. It is consequently less organised and structured than either formal or non-formal education.

**Integrated Assessment:** A form of assessment which permits the learner to demonstrate applied competence and which uses a range of formative and summative assessment method (South African Qualifications Authority, 2005).

**Intellectual Property:** Refers broadly to the products of human creativity, including but not limited to inventions, patents, copyrights, trademarks, trade secrets, software, designs, novel processes, works of authorship, and any other tangible or intangible creations of the mind.

**Moderator:** A person, apart from the examiner, who is appointed by the institution to be responsible for ensuring the standard of the assessment and its accompanying marking framework and fairness and consistency of the marking.

**Module**: a unit of study that holds academic credit, is part of a subject (a subject can be made up from one or more modules).

**Portfolio:** A systematic collection of student work and achievements produced over time.

**Programme:** refers to a purposeful and structured set of learning activities designed to enable a student to meet the outcomes necessary for the award of a qualification.

**Qualification**: refers to the formal recognition and certification of learning achievement awarded by a Higher Education Institution.

**Remote Work:** work that is conducted from a remote location away from the office/learning hub.

**Service-Learning: "**…a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, broader appreciation of the discipline and an enhanced sense of civic responsibility" (Bringle & Hatcher, 1995: 112) (as cited by Council on Higher Education, 2008, p. 1)

**Subject:** a unit of study that holds academic credit, is part of a qualification (can be further divided into modules).

**Standard:** The registered statements of desired education and training outcomes and their associated assessment criteria.

**Short courses:** Any courses offered contact or distance that do not lead to a qualification.

**Summative Assessment:** Formalised assessment that is used to certificate the attainment of a certain level of education. It is used to serve needs extrinsic to the educational process.

**Work Integrated Learning (WIL):** An umbrella term to describe curricular, pedagogic and assessment practices across a range of academic disciplines that integrate formal learning and workplace concerns, which culminates in a qualification or part-qualification.

*Certain abbreviations and terms listed above have been sourced from the Dictionary of Terms and Concepts for Post-School Education and Training 2021 published by the Department of Higher Education and training* (Department of Higher Education and Training, 2021).

# 1. ADMISSION POLICY OBJECTIVE / INTENTION

The intention of the Admission Policy is to ensure that Inscape meets all prescribed legislative requirements with regards to the following:

- Students are accurately and sufficiently aware of the admission rules and regulations.
- All applicants adhere to the current legislation and guidelines stipulated by the DHET, the CHE and USAf.
- Admission and selection of students is supported by all necessary documentation.
- Admission criteria and processes are clearly defined and documented.
- Prospectuses and other documents adequately describe the programme and are aligned with DHET and SAQA regulations.
- RPL and CAT procedures are followed and adhered to according to CHE and SAQA regulations.

# 2. LANGUAGE

Inscape embraces international, cultural diversity and accommodates students from all ethnicities in our programmes/courses.

2.1.    To keep our programmes/courses industry relevant and internationally competitive and to make learning accessible to all students, at all times, the language of instruction at Inscape is English.

2.2.    Due to this, being fluent in English is a prerequisite for entry into any Inscape programme/course.

# 3. ADMISSION CRITERIA

## 3.1. Studying at multiple institutions

3.1.1.    A student may not study an accredited programme at Inscape whilst studying an accredited programme at another institution, unless the student has a written confirmation from both Inscape and the other institution.

## 3.2. Admission requirements

The following admission requirements apply when enrolling at Inscape (in line with the Department of Higher Education and Training, Higher Education Act Minimum Admission Requirements).

## 3.2.1. Higher Certificate Programmes

3.2.1.1.    The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi, stipulating entrance to Diploma or Higher Certificate, with English as a subject.

3.2.1.2.    Architectural Technology Higher Certificate candidates wishing to study further at other institutions upon completion of the Inscape Higher Certificate, need to ensure that they have Mathematics as a subject and/or have consulted with the institution regarding their admission requirements.

3.2.1.3.    Should a current Higher Certificate student wish to continue into Bachelor of Design degree studies with Inscape, they must achieve an average of 60% or higher for entrance into an Inscape degree programme.

3.2.1.4.    If a Higher Certificate graduate has an average of between 50-60%, Diploma studies offer another option.

3.2.1.5.    Applications via RPL will be considered.

### 3.2.2. Diploma Programmes

3.2.2.1.    The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi, stipulating entrance to Diploma and Higher Certificate, with English as a subject.

3.2.2.2.    Applications via RPL will be considered.

### 3.2.3. Bachelor of Design Degree Programmes

3.2.3.1.    The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi, stipulating entrance to a Bachelor's degree, with English as a subject.

### 3.2.4. Bachelor of Arts Digital Marketing and Communication

3.2.4.1.    The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi, stipulating entrance to a Bachelor's degree, with English as a subject.
This certificate should include:

3.2.4.2.    In addition to this, student wishing to enrol for the Bachelor of Arts in Digital Marketing and Communications, must have 50% or above for English, and 40% or above for Mathematics or 60% or above for Mathematical Literacy.

3.2.4.3.    Applications via RPL will be considered.

3.2.4.4.    Where students have taken alternate routes to gain access to the Bachelor of Arts in Digital Marketing and Communications such as completing a Higher Certificate or using RPL to gain access, applicants will be required to complete the National Benchmark Test (NBT) AQL and obtain a minimum score of 51% for Academic Literacy (AL) and a minimum score of 40% for Quantitative Literacy (QL).

### 3.2.5. Advanced Diploma in User Experience Design

3.2.5.1.    The minimum admission requirement is a qualification at an NQF level 6 or higher in design or a related qualification. Examples of entrance qualifications include:

3.2.5.2.    Diploma (NQF level 6)

3.2.5.3.    Degree (NQF level 7)

3.2.5.4.    Applications from students who are possibly qualified in other fields or who wish to take the Recognition of Prior Learning (RPL) route will be considered.

3.2.5.5.    Students seeking access to the Advanced Diploma in User Experience Design who do not have an appropriate entrance qualification may be considered for the RPL route but will only be admitted at the Academic Committee's discretion in accordance with the institutions RPL policy.

3.2.5.6.    An RPL assessment process is used to evaluate the knowledge and skills of applicants wishing to gain access, credits or advanced standing as students.

3.2.5.7.    Details for RPL appear in section 5.

### 3.2.6. BA Honours in Design

3.2.6.1.    Students who have achieved a minimum average of 60% in the final level of an Inscape Design Degree will be considered for the Honours programme.

3.2.6.2.    Candidates must submit a letter indicating their field of interest and motivation for wanting to study.

3.2.6.3.    Provision is made for access by students who have completed a qualification at another institution such as a BA Degree or an Advanced Diploma in Design or BA Degree or an Advanced Diploma in a field of design such as Communication Design, or similar.

3.2.6.4.    Candidates who have graduated from another institution must have achieved a minimum average of 60% in the final level of study.

3.2.6.5.    Applicants from other institutions must submit a portfolio of their practical work and a letter indicating their field of interest and motivation for wanting to study.

3.2.6.6.    Applications via RPL will be considered.

## 4. SPECIAL ADMISSIONS

### 4.1. Exemption from admission requirements

4.1.1. All applicants for a Bachelor's degree that cannot produce an official National Senior Certificate (NSC) stating entrance into a degree, need to meet additional requirements and certification authorised by Universities South Africa (USAf).

4.1.2. In cases where the qualifications submitted are not South African but have been obtained elsewhere (foreign qualifications), a certificate of equivalence must be obtained from SAQA.

### 4.2. Exemption from admission requirements USAf

4.2.1. The function of USAf is to grant full or conditional exemption into a degree programme.

4.2.2. The Universities South Africa exemption certificate is compulsory.

4.2.3. The Matriculation Board (MB) Unit of USAf is responsible for administering the Government Gazetted regulations for admission into Bachelor's degree studies.

4.2.4. The MB evaluates applications to establish if applicants meet the exemption requirements and issue exemptions accordingly.

4.2.5. MB function is to determine whether applications are meeting the minimum degree admission requirements.

4.2.6. USAf offers both exemption and conditional exemption to applicants:

4.2.7. An exemption carries a full exempt status, and the applicant can continue with enrolment.

4.2.8. A conditional exemption allows the applicant to study but the applicant can only reach full exemption status after they have completed their studies and passed.

4.2.9. Full exemption status needs to be applied for by the student with proof of programme completion in the form of a signed transcript.

4.2.10. Applying for certification is a lengthy process and outside of Inscape's control. Inscape may not allow an applicant to enrol without the necessary documentation.

4.2.11. Should an applicant not receive the necessary documentation by the enrolment deadline, Inscape cannot accept the student into any contact qualifications for the current academic year.

### 4.3. Mature Age Exemption

4.3.1. Inscape offers mature age conditional exemption into Degrees as per USAf requirements and into Diplomas and Higher Certificates via consideration from the Academic Committee.

### 3.3.2 Degree Mature Age conditional exemption

3.3.2.1 USAf recognises individuals who have completed a National Senior Certificate and are 23 years or older at the time of registration.

3.3.2.2 Individuals who are 45 years without any schooling qualification, may apply for mature age exemption.

This is based on:

### 3.3.3 Diploma and Higher Certificate Mature Age conditional exemption

3.3.3.1 Mature age conditional exemption towards Diploma and Higher Certificates are considered on individual application and reviewed by the Academic Committee.

3.3.3.2 Students may be admitted via Recognition of Prior Learning (RPL).

## 4.4. Home schooling or other schooling systems

3.4.1   Inscape recognises external examination results as entrance into a degree that meet USAf requirements.

## 4.5. International Students

4.5.1.   Due to an influx of enquiries received by USAf, stipulated rules and regulations that apply to international students are provided on their interactive website.
4.5.2.   The initial streaming of enquires at Institution level will assist USAf in ensuring that all documentation is in order and stipulations are met.
4.5.3.   The campus is responsible to research the students' academic results in relation to information provided by USAf and assist / direct an international student in what documentation may be lacking or missing.
4.5.4.   For contact programmes, applicants must produce a study permit in the name of Inscape that is valid for the duration of the chosen programme.
4.5.5.   Applicants must produce these documents before the final stipulated enrolment date in the given academic year of application before they may commence studies.
4.5.6.   Should the candidate not receive their documentation timeously they may need to enrol for a subsequent year.
4.5.7.   The applicants must still follow all other requirements – i.e., supplying of an exemption certificate and study permit.
4.5.8.   International students may fall into three categories:
- o   Complete exemption (if previous studies are recognised)
- o   Foreign Conditional exemption
- o   Mature Age exemption.

## 4.6. Admissions to a Bachelor's Degree

4.6.1.   Inscape recognises international qualifications and certificates that meet USAf requirements.
4.6.2.   Applicants must produce a completed USAf exemption or a conditional exemption certificate.

## 4.7. Diploma and Higher Certificate

4.7.1.   For admission to Diploma or Higher Certificate an applicant must provide a SAQA evaluation of National Senior Certificate equivalent.

## 4.8. Special Conditions

4.8.1.   USAf issues complete exemption to holders of the Senior Certificate and National Diplomas issued by the former Technikons and now Universities of Technology.
4.8.2.   USAf issues complete exemption to holders of a three-year diploma irrespective of the Senior Certificate but no credits may be granted.
4.8.3.   Applying for certification is a lengthy process and outside of Inscape's control. Inscape may not allow an applicant to enrol without the necessary documentation.
4.8.4.   Should an applicant not receive the necessary documentation by the enrolment deadline, Inscape cannot accept the student into any contact qualifications for the current academic year.

## 4.9. Equivalence of Foreign Qualifications: SAQA

4.9.1.   SAQA evaluates foreign academic qualifications (including external schooling systems used for home schooling) to establish their level when compared to SA qualifications of similar nature.
4.9.2.   The function of SAQA is to align "equivalence" to the NQF framework.

4.9.3. A SAQA certificate assists the Registrar to assess at which level a current qualification compares to in relation to the NQF.

## 4.10. Late enrolments

4.10.1. At the beginning of the academic year a cut-off date for enrolments will be communicated by the Registrar.

4.10.2. Any enrolments not fully processed for the academic year by this deadline needs to be forwarded to the Academic Committee for consideration and approval to continue with the enrolment process.

## 5. ADMISSION PROCESSES FOR RPL AND CAT

Inscape subscribes to the National Policy for the Implementation of the Recognition of Prior Learning developed by South African Qualifications Authority (SAQA) in co-operation with Policies on RPL, CAT and Assessment in Higher Education developed by the Council on Higher Education (CHE).

For more detail on RPL and CAT as well as the admission processes refer to the Inscape policy for the Recognition of Prior Learning and Credit Application and Transfer.

**REFERENCE LIST**

Council on Higher Education (CHE) (2012) Higher Education Qualifications Sub-Framework. Pretoria: CHE

DoE (Department of Education). 2005. Minimum admission requirements for degree, diploma and higher certificate programmes requiring a National Senior Certificate. Government Gazette. Pretoria: Government Printer

Higher Education Act of the Republic of South Africa, No. 101 of 1997

Regulations for the Registration of Private Higher Education Institutions, 2016

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| Implementation Date | <span style="color:red">31 January 2025</span> |
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| Code explanation | e.g. V2017,R02, U03 |
| | Version – year |
| | Revision – month |
| | Update – number |
| Review by | Registrar |
| Drivers of Policy | CAO |
| | Deans |
| | Campus Director |
| | CAM |
| | Distance Campus Manager |
| | Chief Operations Officer |
| | All department managers |
| Policy Stakeholders | Lecturers, students and applicants |
| Ownership & Governance | Executive Committee |