LECTURERS
HANDBOOK

INSCAPE

Inscape Lecturer handbook 2025

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.

Inscape 2025 CEO Address

Welcome to the 2025 Academic Year at Inscape!
You're about to start a journey that's about more than just course content—it's about embracing your individuality, forging supportive connections, and growing both personally and professionally. This brief letter will help set the stage for what you can expect here at Inscape.

The Concept of "Inscape"
For many years, **inscape**—the idea that each person has a unique, ever-evolving identity—has been central to our ethos. At Inscape, we celebrate your individuality and encourage you to discover the distinctive qualities you bring to our community.

Balancing "Being" and "Doing"
Life often pulls us toward **"doing"**: meeting goals, completing tasks, and checking off to-do lists. Yet **"being"**—understanding who you are at your core—is equally important. Striking a balance between these two creates a more authentic, purposeful journey:
- **Being:** Cultivating self-awareness, reflecting on your values, and staying true to yourself.
- **Doing:** Turning your insights into action, pursuing goals, and making tangible progress.

Small Gestures, Big Impact
We believe it's the everyday moments that leave a lasting impression. Here are a few small gestures you can try—both in this course and beyond:
1. **Words of Encouragement**
   o A quick "You've got this!" can boost someone's confidence more than you realise.
2. **Active Listening**
   o Taking time to truly hear a peer or mentor fosters respect and deeper understanding.
3. **Sharing Knowledge**
   o A book suggestion or study tip might be the spark someone else needs to thrive.
4. **Acts of Kindness**
   o Offer a helping hand with an assignment or check on a classmate's well-being.

By being intentional with these small gestures, you build an uplifting environment where everyone feels supported.

The Inscape Way
All that we do at Inscape is guided by three core values:
- **Quality:** Making informed choices that benefit both you and the broader community.
- **Authenticity:** Staying true to who you are while respecting each other's individuality.
- **Relationships:** Cultivating meaningful connections that help each of us grow.

Bringing It into Your Coursework
To get the most out of this learning experience, we invite you to:

- **Reflect:** Consider your personal goals and the "why" behind your studies.
- **Engage:** Use course discussions, group projects, and feedback sessions to share your insights and learn from others.
- **Support One Another:** Offer encouragement, resources, and a listening ear. Small actions often lead to significant breakthroughs.

Your Journey Awaits

Thank you for choosing Inscape. As you progress through this course, remember that each lesson, discussion, and interaction is an opportunity to practice **"being"** and **"doing"** in harmony. Keep seeking those small moments to make a big impact—in your own life and in the lives of those around you.

Wishing you an inspiring and successful year ahead!

Helen Buhrs
CEO, Inscape

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
OQM:	Operations and Quality 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 qualified 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 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 Learning Hub (online): A virtual hub 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 curated collection of a student's or professional's work that demonstrates learning progress, achievements, competencies, and reflective practices over time. It serves as both an assessment tool and a means for self-evaluation, showcasing knowledge, skills, and growth in a particular subject or discipline.

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).

TABLE OF CONTENTS

1.   TEACHING AND LEARNING

This document outlines the responsibilities of lecturers at Inscape as well as the approaches, methods and various modes of teaching and learning that Inscape uses to develop our students into responsible, creative and successful practitioners with a passion for their profession. To achieve this, we use a combination of approaches and methods. Contact and Distance programmes are delivered to small groups of students and teaching should always be outcomes-, academic-, and career oriented. We place emphasis on practical investigation in both theory and practical type subjects to ensure that students build a thorough understanding of the content but also develop the ability to apply their knowledge.

We blend adult learning theory, outcomes-based education, and a developmental approach to teaching and learning, and we make use of a range of teaching methods appropriate to the level and nature of the subject, including experiential learning. We also encourage students to take responsibility for their own goal-oriented learning, and in that way, develop the whole person. This approach speaks to the mission of the institution, namely to 'ensure every learner is challenge ready, work ready, life ready, society ready'.

Lecturers should consult the *Inscape Teaching and Learning Policy,* the *Inscape Assessment Policy* and the *Inscape Preparation and Administration Policy and Procedure* for additional detail.

1.1   Outcomes-Based Education Approach

OBE is not merely a method but a paradigm or approach to education. An OBE paradigm requires a view of education that makes 'accomplishing results' more important than just 'providing services'. It is an implicit underpinning of this system, to see all students emerge as successful learners.

This aligns with the institution' mission, which is as follows:

> *Ensure every learner is challenge ready, work ready, life ready, society ready.*

Besides the fact that decisions about the curriculum and the entire learning journey are driven by the exit learning outcomes (knowledge, skills and attitude) that the students should display at the end of the programme (Harden, et.al., 1999), OBE demands that the student is an active learner and not a mere observer.

In addition to providing quality, relevant content, Inscape places great emphasis 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 real-world examples and case studies, as well as professionals in the field (lecturers with real-world experience and guest speakers).

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, in many cases, 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 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.

Where possible lecturers and subjects 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 both contact and distance programmes. We make use of a blended approach, in which most contact classes are taught face-to-face, but there is room for some online classes depending on the subject and needs of the students and the institution. Distance learning is mostly hosted remotely and wholly online, although some online classes are hosted on Teams, again depending on the programme and the need of the students.

1.3.2   Teaching approaches

All lecturers receive course documents that outline the learning outcomes and assessment criteria, the schedule and pace of classes, and the content to be covered. Lecturers are responsible for facilitating classes, using a variety of teaching methods that align with the learning outcomes. To do this effectively, they must prepare well, including doing their own additional research, especially when introducing new topics, to ensure that they provide students with sound and up-to-date information and explanations, especially when introducing new subject matter.

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

The research assignments and practical projects within each programme are designed to contribute directly to the enhancement of the students' work-readiness and success.

Practical projects emulate real-world industry projects, whereas research assignments assist in laying the foundation of knowledge as the critical basis for conceptualisation and problem solving.

The following matters should be noted regarding project-based learning:
- Project based learning in design is tied to authentic assignments/briefs.
- Assignments/briefs indicate to the student what should 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/criteria* 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/criteria* 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/criteria* 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/criteria 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 always.
- Write what you know – you must 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 integrated learning are. It is also important to note the Policy on Work Integrated Learning (WIL) and Service Learning, which guides this process.

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
- Fieldtrips to and visits from companies and individuals in the related industries

- o Talks and videos delivered onsite and online by practicing professionals from related industries.
- o Talks on existing and new materials and services.
- o Workshops delivered by external professionals related to the industry.
- o 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 would 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.

1.4 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 third 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 competition will be incorporated into the curriculum, or on an *ad hoc* basis on a specific Learning Hub. 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 organiser.

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

1.5 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 fieldtrips arranged for students.
- Experience Coordinators (EC), Programme Manager and CAMs need to be notified of any exposure activities taking place on Learning Hubs to ensure studios are booked, requested equipment is set up, and communication is sent out to the relevant students.
- Inscape traditionally provides guest speakers/industry practitioners with a token of appreciation (normally a gift voucher) on such occasions. Digital gift voucher/s may be sent to thank distance guest speakers, when physical tokens of appreciation are not possible.

1.6   Job shadowing, Experiential Training, Service Learning

Students enrolled in certain qualifications take part in a Job Shadowing, Experiential Training and or Service Learning 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.

Please consult the *Inscape Policy on Work Integrated Learning and Service Learnin*g for detail regarding the procedures.

1.7   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. Lecturers should identify and notify the CAM of Cause for Concern (CFC) students as early as possible, so that they can be supported timeously. The CAM will manage the CFC students, and implement remedial action as needed.

Lecturers teaching in the Distance programmes must be available to students on the digital teaching platform during the indicated contact hours, they should also be available to respond to questions and queries via e-mail and on any other digital communication platform defined by the institution. Students are expected to 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.

1.8   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 examples 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.

1.9   The Academic Structure (AS) available under the documents tab on the LMS, show the weightings for each subject, this provides (1) an indication of how the subject you are preparing to lecture, fits within the programme, and (2) provides a means of estimating the notional hours split between class preparation, presentation and assessment for that subject. 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 CAM will show new lecturers what equipment is available on a Learning Hub and ensure that they are familiar with how to operate the equipment during the onboarding process. In addition, lecturers have licences for Office365, ProQuest, LinkedIn Learning and Grammarly.

1.10   Lecturer support and training

Inscape conducts regular CPD workshops ("Lunch and Learn") and additional lecturer training to assist lecturers in developing their understanding and application of the outcomes-based education approach. Lecturers are expected to take part in this training. 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, CPD workshops, and or on the LMS. Please check with your hub on the 'Lunch & Learn' schedule for the year. Please avail yourself of the available training.

1.11   Teaching evaluations

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

- Contact CAM's and or a CD/Senior lecturer 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 provided with constructive feedback based on the feedback received.
- Lecturers are encouraged to evaluate their own teaching and to discuss this during coaching conversations.

2.   CONTACT TIMETABLE AND CLASSES

Please consult the Inscape Preparation and Administration Policy and Procedure for additional details regarding the requirements for teaching.

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.
- Classes that are onsite or on Teams are indicated in the timetable. Please refer to your calendar on the LMS.
- Lecturers are expected to be on time and to teach all classes allocated, without exceptions.
- If a lecturer is delayed or must cancel a class, they must (1) inform the CAM and (2) reschedule any cancelled classes.
- 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 CAM, who will address this with the student and account payer if deemed necessary.
- There is a scheduled 45 min lunch break between sessions 3 and 4.
- Students and lecturers are expected to conduct themselves in a respectful and appropriate manner during academic interactions and activities including critique sessions.
- If a student does not attend classes and submits work the lecturer should request process work to ensure the authorship of the work.
- Where illness exceeds one day, the student is to provide a doctor's note to the CAM.

- On occasion, offsite visits or talks by consultants may have to be scheduled outside normal lecture hours and may occur up to 50km away from the premises. Students must be advised timeously of these events. The lecturer should request the indemnity forms for all students from the COA and ensure they take it on the fieldtrip when taking students offsite. The information on the form may be critical in the unfortunate occurrence of an emergency.

2.2   Attendance

- Lecturers are also required to log student attendance on the LMS.
- 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 always.

- In the case where a student is disruptive in class and/shows disrespectful behaviour towards the lecturer and/or peers the lecturer should notify the CAM.
- Please consult the procedure documented in Annexure G of the *Inscape Preparation and Administration Policy and Procedure.* the following procedure should be followed:
- 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 CAM must be included in the email.
- The CAM 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.
- 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 any required 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.
- In the case where a student is disruptive in class and/shows disrespectful behaviour towards the lecturer and/or peers please the lecturer should notify the CAM.
- Please consult the procedure documented in Annexure G of the *Inscape Preparation and Administration Policy and Procedure.* the following procedure should be followed:
- 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 Manager must be included in the email.
- The Programme Manager 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 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 international, cultural diversity and accommodates students from all different ethnicities in our programmes/courses.

To keep our programmes/courses industry relevant and internationally competitive and to make learning accessible to all students, always, the language of instruction at Inscape is English and all classes and discussions in class should be held in English.

5. ACADEMIC HONESTY

In preparing for classes and evaluating student work, lecturers must be aware of *Inscape Plagiarism Policy*, the *Inscape Assessment Policy* and the *Inscape Referencing Guide*. All of these are available on the LMS. 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.

Emphasis on the role of ethics in any profession is integrated into several assignments and should be emphasised in class. Additionally, plagiarism workshops are held on each hub to aid lecturers and students in understanding what constitutes plagiarism, and copyright infringement in general. Plagiarism workshops are held regularly. The librarians provide students with assistance with citing and referencing during 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.

5.1 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 to the CAM. 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 Learning Hub. The CAM 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. 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.
- If a student does not submit work towards a brief or assignment within the required deadline, the lecturer should immediately enter a zero in the LMS. In this way the student will be flagged as a CFC student.
- Marks must be entered in the LMS by the lecturer within two weeks, unless the time frame is less, such as for summative assessments at the end of the year.
- Feedback sheets must be provided to students.
- Feedback sheet templates are available on the LMS when capturing marks.
- Lecturers may not share and/or print student results; marks can be viewed on the LMS only.
- If a 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 CAM, or CD.
- Lecturers must return assessed work to contact class students within two weeks of the submission date.

- Students are required to upload evidence of learning for each assessment to the Inscape LMS, no other platforms may be used to accept work unless specified in the courseware, such as for Audio Visual and Fashion products.
- 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. Students 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.

If lecturers feel unsure of assessment and allocating marks, they should consult with the CAM and request further training and mentoring.

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 during the timetabled class session for assessment by the lecturer on the date stipulated on the course outline. The course outlines can be found under the documentation tab on the LMS. Students are to adhere to these specifications in accordance with the assignment/brief description and course outline. Please consult the Inscape Assessment Policy.

- If a lecturer identifies a corrupt file, they will notify the CAM who will inform the student that they have 12 hours to submit a file that functions properly.

6.5 Deadlines, extensions and penalties

Typically, extensions for work submission are not granted, however, under certain circumstances please consult the Inscape Assessment Policy.

- 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.
- Thereafter, an extension may only be granted, under special circumstances, with the permission of the CAM after receiving a written request from a student or a student rep with documentation.

6.6 Marks

To ensure that lecturers, assessors 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.

- The work is assessed against the criteria to establish the extent of applied competence. The learning outcomes and/or assessment criteria are indicated in the subject courseware.
- Lecturers/assessors copy the assessment criteria from the brief into a Mark Sheet to ensure that student work is assessed accordingly.
- The lecturer/assessor completes the feedback on the LMS. The written feedback is then visible to our students.

- Updated Mark Sheets are available from the CAM 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.
- Only work that is submitted on the LMS will be marked. Lecturers may not accept work via other means.

6.7 Student requested remarks

6.7.1 Request for Internal remark

If a student is not satisfied with a result awarded for a brief, the student may request a remark. The CAM must be notified, and they will manage the process.

6.7.2 Request for External Remark

If a student is not satisfied with a result awarded for an internal remark of an assignment a student may request an external remark of the assessed assignment. The CAM must be notified, and they will manage the process.

6.7.3 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 learning. The process for late and resubmissions is available to students on the LMS. Please consult the CAM with any queries.

- If a student has not submitted a brief, they may make a maximum of one **late submission** brief 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% (NQF levels 6 to 8) or 40% (NQF levels 5) for a late submission if there is no supporting documentation such as a medical note, etc.

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 (NQF level 6 to 8) and 30% (NQF level 5) was awarded.
- Assignments/briefs that have received **lower mark than indicated above MAY NOT** be resubmitted.
- A resubmission may be marked up to a 100%.

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.

Experiential Training and Job shadowing do not qualify for late- or re-submissions.

6.7.4 Late and resubmission procedure

- The lecturer will be informed via the LMS that a late or resubmission has been submitted, and the CAM will communicate a deadline for marking.

6.7.5 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.

6.7.6 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 CAM 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 and resubmissions can be submitted during the designated late and resubmission blocks and must be accompanied by a proof of payment for the late submission fee (Refer to the Distance assessment Policy).

6.7.7 Distance Late and Resubmission Internal Procedure

- The CAM checks that the student is entitled to late and/or resubmit the assignment or has paid to submit a late assignment.
- The CAM considers the rules for the submission of late/resubmissions.
- The Assessor for the subject receives a notification and marks the late or re-submission, entering the marks in the LMS.
- 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 onsite or online.

7.1   Internal moderation

The internal moderation of assessments is conducted at two levels.

- Firstly, internal moderation takes place, evaluating the quality of student work, and the 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 CAM will allocate a lecturer to moderate the student work, and the marks awarded.
    - A minimum of one assessment per subject per year or semester must be internally moderated over a three-year cycle.
    - An Internal Moderation Feedback form must be completed on In.Connect.
    - Where necessary feedback from the Internal Moderation process will be discussed with the lecturer by the CAM.

7.2 National Academic Moderations

A National Academic Moderation takes place once a year on each Learning Hub for selected projects to regulate and monitor the quality and consistency of both programmes and lecturer marking across or between Inscape Learning Hubs.

7.3 External moderation

Exit level subjects are externally moderated for all Inscape programmes. The student work and marks awarded for summative assessments/briefs and/or Presentations and/or Portfolios for exit level subjects are externally moderated either onsite or online.

Lecturers will receive comprehensive documentation from the CAM prior to external moderation.

7.3.1 Higher Certificate Portfolio External Moderation

- For the Higher Certificate in Architectural Technology, a summative assessment for all subjects, marked by the lecturer is moderated by a SACAP registered External Moderator. Marks for these briefs will be published later than within 2 weeks.
- For all other Higher Certificate's (FD, DT, ID) student portfolios are assessed by the lecturer and these marks are externally moderated.

7.3.2 Marking of Exit Level Assessments

- On each Learning Hub, final summative assessment such as Dissertations, Research Integration, Final Project and Portfolios are assessed by the lecturer.
- The marks awarded by the lecturer are externally moderated by a qualified and experienced academic.
- The Dean will provide the hub with feedback based on the External Moderators feedback, this feedback will be discussed with the appropriate lecturers.

8. REPORTING

8.1 Marks

- Students have access to their results on the LMS provided their tuition fees are up to date.

8.2 Student Performance Appraisals

- Student Performance appraisals are generated twice in a year.
- Lecturers capture comments on a word document and submit it to the CAM for proof reading.
- The CAM 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 CAM.

9. ATTENDANCE OF INSCAPE EVENTS (ONSITE BASED LECTURERS ONLY)

9.1 Social engagements

At Inscape we are about people and therefore recognise the importance and value of investing in the social development of our students to support their academic growth. Social engagements arranged on and offsite is a way for students and staff to 'get to know each other' informally or socially. We encourage staff and students to take part in social activities that build creative character and invest in a healthy Learning Hub culture.

9.2 Open Days

Academic staff are expected to attend and assist during Open Days as communicated by the EC and/or CAM. Attending and promoting the programme/s you are teaching, during our Open Days, is an excellent way of establishing healthy working relationships with other Inscape lecturers/students alike.

9.3 Graduation ceremony

- The Graduation and Awards ceremony is held in March or April as specified on the Inscape calendar.
- The EC is responsible for organising, planning and managing the event assisted by the COA and CAM.
- Learning Hub 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 Small classes

- The number of students per class at Inscape is capped (approximately 28 in a class and 10 for supervision) making individual attention possible. Smaller classes enable lecturers an opportunity to identify cause for concern students early. Lecturers must capture their observations in writing, using the LMS. When learning issues are caught promptly and communicated, earlier remedial action can be implemented by the CAM responsible for a class.
- 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 sessions. Through this Inscape way, students are equipped to address their learning needs.
- Students and parents/guardians can view their marks and student performance 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 CAM and the Campus Director in collaboration with the CFC student and communicated to the lecturer.
- Students receive access to, and training on, various support programmes such as Office 365, Grammarly, LinkedIn Learning and ProQuest.
- The Librarian is available for assistance and training with academic referencing and writing.

10.2 Distance students

To fully support distance students, individuals on the hub provide support in the form of the following:
- Lecturers - provide academic support, monitor and respond to communication and communication platforms.
- Technical support - provide support for accessing and using the LMS, software support for specific programmes.
- Librarian - support with identifying and accessing information, assistance with academic writing and referencing.
- Administration - support regarding finance and mark queries.
- Support and monitoring of student wellbeing is provided.

10.3 Financial Support

Inscape receives no government subsidy; scholarships are therefore funded by Inscape.
- Opportunities for scholarships will be communicated to students towards the end of the year.
- See the Inscape Website for annual updates.

11. 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. Concerns are considered resolved once all parties involved are satisfied and Inscape management has been notified. We appreciate when students bring their concerns directly to our attention; we can only 'fix' what we are made aware of.

- 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.

Please consult the Inscape *Preparation and Administration Policy* and annexures for more guidance on lodging a grievance.

12. RESOURCE FACILITIES

12.1 Library

- Reference works in the Inscape libraries must be booked out in accordance with the library procedure.
- ProQuest (online library) - Inscape encourages students to conduct research and therefore provides all its contact and distance qualification students with a subscription and access to an online 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 contact and distance qualification students are provided with a license for LinkedIn learning.

Please consult the Inscape Preparation and Administration Policy and annexures for more guidance with the library processes.

12.2 Stationery

- Inscape provides all contact Degree, Diploma and Higher Certificate students with a 'Study Pack' of equipment and supplies relevant to their qualification as part of their course fees.
- Students will, however, be required to purchase additional items, like consumables, during the year.
- Distance students are referred to preferred suppliers to purchase the required stationery, textbooks and equipment.

12.3 Software and devices

12.3.1 Inscape equipment and software

Inscape's ICT resources are provided primarily to facilitate a person's work as a student within the hub. 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), 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).

- To use some of the Inscape computing or communication facilities, a student must first be registered by the Learning Hub.
- 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.

12.4   Student ICT equipment and software

All the relevant software (for the duration of study), courseware and anything else deemed necessary is provided either on the devices or through an uploading platform.

12.5   Textbooks

Inscape provides digital or hardcopy textbooks where required.

12.6   Courseware

- Inscape provides each student with digital courseware and course outlines to aid them in their studies.
- A blended learning approach for contact programmes is used, and interactive courseware is available on the LMS.

12.7   General Facilities

- Smoking and vaping are not permitted in the buildings or on the Inscape property.
- Drugs and firearms are not permitted on any Inscape premises.
- Alcoholic beverages may be consumed in moderation served at Inscape events, 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.

13.   LEARNING HUB HEALTH AND SAFETY (Contact lecturers and students)

Students and lecturers on Learning Hubs must comply with all health and safety regulations. This applies to any Covid-19 regulations in place at the time.

13.1   Safety

- Save all Learning Hub emergency numbers and know the location of all hub emergency stations.
- Be alert and aware of your surroundings by limiting distractions such as cell phones, laptops and notebooks.
- Walk in groups when offsite.
- Protect your personal information when onsite.
- Backup all your work preferably to a hard drive and the Cloud.
- Be aware of suspicious emails that may be phishing attacks.
- Report any suspicious activity to either the Campus Director or a relevant Manager.
- Familiarise yourself with your hub's safety procedures.
- Familiarise yourself with the fire exits and escape routes at the hub.
- If you witness a crime being committed onsite, contact security or any of the available managers on duty.

13.2   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 and lecturers are asked to leave studios between sessions to allow for cleaning.
- Rubbish is to be thrown into applicable rubbish bins. There are separate bins for recycling on each site.
- Please dispose of refuse in the bins allocated by signage.

14.   MARKETING

- Contact students need to be available to work at all Inscape events including but not limited to Open days, workshops, Industry days, etc.
- All work produced by Inscape contact and distance students is the property of Inscape, students must make their work available for display at all Inscape events and for use as promotional material.
- All students and lecturers need to ask permission from the marketing department when using Inscape's branding. Inscape's corporate identity guide must always be followed.
- A copy of the Inscape corporate identity guide is available from the Growth Cluster upon request.

15.   FINANCIAL MATTERS

- If a student's fees are outstanding, the Institution shall be entitled to block the student from the LMS and suspend the student without compromising the Contract of Enrolment.
- Neither the institution nor its employees shall be liable for either the loss or damage of a student's personal property, should the loss or damage occur whilst a student is onsite at an Inscape learning hub.

16.   DEFERMENTS AND TRANSFERS

16.1   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.
- Please refer the student to the CAM.
- If deferment is granted the student will be allowed to postpone his/her studies for an allocated time which may span a term, a semester (1/2 year) (deferment) or full year.
- Deferment in a course does not guarantee that the course will be available the following year or when the student decides to return.

Please consult the Inscape Preparation and Administration Policy for detail.

16.2   Student Transfers

One of the many benefits of being an Inscape student is the opportunity to transfer from one Learning Hub in South Africa to another Learning Hub without disrupting the student's studies.
There are limited opportunities for students to transfer from one programme to another and from one mode (contact or distance) to another.
- Not all programmes are offered on all Learning Hubs.
- Should a student's account be in arrears a transfer application will not be processed.
- Should a student be failing any subjects/modules at the time of application a transfer application will not be processed.
- Refer the student to the CAM for any questions regarding transfers.

Please consult the Inscape Preparation and Administration Policy for detail.

17.   RESEARCH

1.1   Funding of publications

Where budget allows, Inscape offers funding incentives to staff and students who publish research and/or present at conferences. The details are available in the *Inscape Research Policy* which can be downloaded from the Policies and Procedures section on the LMS.

If a lecturer wishes to conduct research on an Inscape Learning Hub or that involves Inscape programmes, documentation, students or staff they must apply to the Research Committee for ethical clearance. See *Inscape Research Policy.*

Any research conducted by Inscape staff that includes Inscape staff, students or documentation must be approved by the Inscape Research Committee. Please consult the *Inscape Research Policy.*

18.   VARIATION TO HANDBOOK/POLICY

This document may be revised from time to time without notice.

Students must consult the latest Inscape Policy documents that are available to them on the Inscape LMS.

If there is a discrepancy between this Lecturers Handbook and the policy, the policy document will supersede the Lecturers Handbook.