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Section 1 - GENERAL

CORPORATE PHILOSOPHY AND MISSION

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

At Inscape, we aim to provide our students with the best possible market-oriented education which means:

- relevant subject matter and assignments,
- applied theory in integrated work,
- industry-savvy, practicing lecturers,
- ample exposure to, and contact with, the industry.

The above policy is born of our philosophy which dictates that we make all reasonable efforts to assist the student to ultimately achieve his or her potential in a business environment.

Inscape is also a business, a commercial operation; we would be less than astute if we didn't go the extra mile to ensure both student and market satisfaction.

It therefore follows that we extend ourselves to inspire and develop not only the underachievers and those with flair, but every student enrolled with us.

NON-NEGOTIABLE PRINCIPLES

The development of the individual is our primary focus

Inscape is both a business and an education institution. As such, our emphasis is on students and staff as people who have chosen Inscape in order to achieve a particular goal.

We facilitate learning that enables students to achieve success in their careers

We prepare our students for the world of work because they want rewarding employment when they graduate.

Our integrated and contextualised programmes make learning relevant

To make learning relevant and meaningful, Inscape integrates subject matter from a number of related subjects into meaningful projects.

A rigorous Quality Management System is implemented

Quality is an attitude, a way of doing things. We are passionate about doing things well. Quality permeates all that we do.

A practical approach to social responsibility is a priority

Lip service is not sufficient. Our students and staff deliberately undertake projects which will benefit the community in general and the less fortunate in particular.

ACHIEVING GOALS

The career orientation of Inscape Learning Programmes is one of its hallmarks.

This orientation is achieved through several mechanisms:

- Academic staff are active practitioners in their fields and bring their exposure to the working world to their students, ensuring that their input is relevant to the students' future careers;
- The Programme has an integrated structure so that work performed by students mimics the real work environment and gives the input meaning;
- Students will on occasion work in teams on projects, thereby simulating the workplace environment;
- Experts and Consulting lecturers are invited to make presentations to students to increase students' exposure to, awareness of and understanding of the industry;
- Visiting or Expert lecturers are invited to deliver briefs, review work, moderate work, assist with group crits (critique);
- Students are occasionally given real projects by practitioners in the industry;
- Relevant competitions are integrated into the syllabus;
- Visits to businesses in the industry are arranged to expose students to the nature of work undertaken and standards expected.

MARKET-ORIENTED EDUCATION

The purpose of a Programme at Inscape is to prepare students to become successful practicing designers.

Skills, attitudes and theory are all learned by our students. In the **Inscape** programmes, basic skills are learned and foundation theory is introduced mostly in the first year. The second year is aimed at introducing more substantial theory and developing creative, functional designers. In the third year, students build on their knowledge and skills base to gear them for the working world. In the **olearn** courses, the process is essentially the same, but it is condensed into less than one year or the courses can be taken by distance education.

The lecturers at Inscape are its main asset and the fact that they lecture part-time allows them to practice in industry for the rest of the time. It is this fact - lecturers operating in the field - that makes Inscape distinct and gives students the benefit of exposure to the real world and of learning from people with hands-on experience.

Assignments set for the students should always be relevant and the briefs as realistic as possible. Briefs sourced from industry are valuable and critiquing by people in practice is very beneficial.

Visits and input from Visiting or Expert lecturers also means that our students are in direct contact with the industry so that upon entering the workplace they are not on totally foreign ground.

All programmes and courses include a comprehensive experiential training component.

A criticism often levelled at colleges is that students leave with a qualification but are totally out of their depth in the workplace. By making the study environment simulate the working environment as far as possible, we largely overcome this problem.

KEY

Text in italics means that this section is "under development"
