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Section 2 – LEARNING PROGRAMMES

LEARNING PROGRAMMES

PROGRAMME STRUCTURE

[Programme Development Policy and Procedures](#)

PROGRAMME CONTENT

Development of Curricula and Syllabi

[Programme Development Policy and Procedures](#)

Relationship between Research and Design Projects

[Programme Development Policy and Procedures](#)

Maintenance of Learning Programme outline

[Programme Development Policy and Procedures](#)

Maintenance of courseware and briefs

[Programme Development Policy and Procedures](#)

Maintenance of timetable

[Programme Development Policy and Procedures](#)

MARKET CONTACT / EXPOSURE

[Programme Development Policy and Procedures](#)

An exhibition of student work is held at least twice a year. Once for the open day when prospective students rather than industry are involved, and once at graduation each year. Here industry is invited with the intention that students receive interview offers and of course to simply maintain our contact with the market place.

Several firms may be selected for visiting because they are typical of the type of business in which a student may hope to find employment. Contacts with such businesses should be fostered in order to improve our students' understanding of the nature of the working environment, and in order to improve the chances of our students' success in finding in-service training and ultimately gainful employment.

Policy with regard to relevant Competitions

[Policy and Procedures for Student Competitions](#)

Policy with regard to real projects

[Programme Development Policy and Procedures](#)

Experiential Learning (In-Service Training)
[Policy and Procedures for Experiential Learning](#)

DELIVERY (Teaching and Learning)

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge"

Albert Einstein

LANGAGE OF DELIVERY

[Language Policy](#)

LECTURING APPROACH

[Programme Delivery Policy and Procedures](#)

LECTURING METHOD

[Programme Delivery Policy and Procedures](#)

QUALITY ASSURANCE

ASSESSING AND MARKING

[Assessment Policy and Procedures](#)

[Moderation Policy and Procedures](#)

PROMOTION AND GRADUATION

[Promotion and Graduation Policy](#)

[Certification Policy and Procedures](#)

EXTERNAL QUALITY ASSURANCE

Moderators

ETQAs (HEQC and Umalusi)

MONITORING OF DELIVERY

[Policy for Monitoring Teaching and Learning](#)

QUALITY MANAGEMENT SYSTEM

Criterion 1: Policy statement

The college's aims, objectives and purposes

1. *What are the college's values and principles?*
2. *How do these values and principles link with those of the NQF?*
3. *What are the structures, systems and activities of the college that attempt to apply such values and principles?*
4. *What is the aim of the college?*
5. *What does it offer?*
6. *To whom is the college directed?*
7. *Is what the college offering provided for by another provider? If so, how does this college differ from that provider and/or how is duplication between the providers addressed?*

Criterion 2: Quality Management Systems

Procedures that implement quality management in the college

1. *How does the college, in practice, create and sustain a quality culture within the college?*
2. *How are the relevance, comprehensiveness and clarity of standards used in the college ensured?*
3. *How is the information about the workings of the college collected, how often and by whom?*
4. *How are students' needs actually met?*
5. *How often are programmes delivered by the organisation reviewed?*
6. *How does the college ensure that its facilitators of learning actually possess the competence to both facilitate the learning effectively and assess the students in ways that are consistent with the NQF?*
7. *How does the college ensure that learning and assessment activities are monitored and reviewed?*
8. *How does the college ensure that what is gathered from reviews, audits and/or monitoring in fact leads to improvements in the college's activities?*
9. *What are the mechanisms the college uses to report back to people within the college?*
10. *How does the college ensure that resources available to it are utilised effectively and efficiently, and are used to good effect?*
11. *How does the college report to and generally relate to ETQA under which it falls?*
12. *How does the college relate to other providers in the area that it works within, if this applies?*

Criterion 3: Review mechanisms

The ways in which the implementation of policies are monitored, researched, audited and/or reviewed

1. *What are the review, monitoring, research and/or auditing mechanisms the college has in place?*
2. *How do these mechanisms work?*
3. *How often are they carried out?*
4. *By whom?*
5. *How are review findings reported back within the college?*
6. *How do the review findings inform improvements in the college?*

Criterion 4: Program delivery

How learning programmes are developed, delivered and evaluated

1. *What is the nature of the programme the college delivers?*
2. *What is the NQF status of the programme (e.g. NQF level 5)?*
3. *What are the components (for example, programme modules) that make up the programme?*
4. *How often is the programme delivered, and what is its duration in notional learning hours?*
5. *What are the modes used in the delivery of the programme? For example, the use of group work, opportunities to learn in the workplace, or the role of distance learning would be described at this point?*
6. *To what extent is the delivery of the programme flexible?*
7. *How is student-centeredness ensured in the delivery of the programme?*
8. *How does programme delivery ensure that the programme is relevant to students?*
9. *How are students assessed during the programme's delivery? How often? By whom?*
10. *How are students given feedback on their performance during the delivery of programmes and what form does this take?*

Criterion 5 : Staff Policies

The policies and procedures for staff selection, appraisal and development

1. *What criteria are used in the staff selection process?*
2. *Who selects staff in the college?*
3. *What selection procedures are followed?*

4. *To what extent are the stipulations of the Employment Equity Act of 1998 respected in the selection process?*
5. *To what extent do staff possess applied and integrated competences as education and training development practitioners/ (See also references to applied and integrated competence in Criterion 4 above.)*
6. *How do staff ensure the integration of theory and practice in the delivery of the programme? Here questions of work experience to develop practical understandings of relevant theories, or the use of simulated work environments, and, generally, strategies to ensure the development of applied competence among students need to be addressed.*
7. *To what extent does the provider ensure that staff have access to ongoing forms of professional development and that they are themselves “lifelong students”? Here the emphasis is on the development and self-improvement of staff and on the procedures providers have in place to ensure that this happens within the college.*
8. *To what extent do colleges ensure that their staff design their activities in ways that are informed by the college’s mechanisms of review, research, monitoring and/or auditing? In other words, are teaching and learning methods informed by reflections on existing practices, or do activities continue unchanged despite the findings of reviews, research, monitoring and/or auditing in the college?” Do staff decide on changes in programme delivery purely on the basis of intuition? Or is intuition informed by research into and feedback received on how well or how poorly a programme is being delivered?*
9. *How does the college ensure that staff are competent to carry out assessment activities in ways that are both applied and integrated? The competences of staff in assessment practices is key in the life of the students, since this is the basis upon which students are qualified. It is, therefore, critical that facilitators are adequately skilled to carry out this function effectively and efficiently. Since, in NQF terms, assessment is cast within the framework of life-long learning and integration, assessment here refers to ways in which continuous assessment can inform the teaching and learning process, through, for example, student Portfolios. (See also reference to the assessment of applied and integrated competence in Criterion 7 below.)*

Criterion 6: Student Policies

Policies and procedures for the selection of students and student guidance and support

1. *How are students selected for the programme?*
2. *To what extent do such selection procedures recognise the prior learning students have?*
3. *What is the demographic composition of the student population? Gender and race are clearly crucial, but attention should also be given to how students from outlying areas are attended to, and to poverty indices.*
4. *Is the college planning to diversify the demographic composition of the student population, taking into account historical disadvantages and discrimination?*
5. *How does the provider ensure that the programme is relevant to the needs and aspirations of the students?*
6. *How does the delivery of the programme encourage student participation?*
7. *How does the college identify the nature of support students require?*
8. *What support is given to students?*
9. *What guidance is offered to students? Why?*
10. *How are opportunities for further learning provided for by the college?*
11. *How, by whom and how often are students given feedback on their performance?*

Criterion 7: Assessment Policies

The policies and procedures for the forms of assessment used and how they are managed

1. *What is the college’s approach to assessment?*
2. *Is the college’s approach consistent with NQF principles?*
3. *How does the college’s assessment policy incorporate principles of lifelong learning, recognition of prior learning and integration of theory and practice?*
4. *How are assessments conducted, by whom and how often?*
5. *What are the mechanisms that the college puts into place to assure the quality of assessment conducted? Are moderators used for assessments?*
6. *How are students given feedback on the ways in which they have been assessed? How does this occur? Who does it, and how often?*
7. *How does the college ensure that assessments are used to identify and provide for the support and guidance students need?*

8. *How are assessment results fed back into programme development?*

Criterion 8: Management Systems and Policies

The financial, administrative and physical resources of the college, as well as procedures of accountability within the college

1. *What is the management and administrative structure of the college?*
2. *How are decisions taken in the college, by whom and in relation to what?*
3. *What is the financial resource base of the college? What are the sources of funding? Does the college have a plan to become self sustaining, if it is not already?*
4. *Does the college have adequate human and material resources to carry out its intended functions?*

5. *What are the systems used by the college to manage and be accountable for its finances?*
6. *More generally, to what extent is the college run in ways that are transparent and accountable?*

OTHER MATTERS

Financial Considerations

In terms of the Inscape Contract of Enrolment "Successful graduation from any year is dependent, inter alia, on the fees for that year having been paid in full;"

According to the Student Code of Conduct: "The College reserves the right not to mark student work or to provide a progress report when course fees are more than one month overdue".

KEY

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