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### 4 GLOSSARY

## Section 3 – STUDENTS: The lifeblood of the College

### ADMISSION POLICY – DESIGN PROGRAMMES

The attributes that are sought in an applicant for a design Learning Programme are similar to those necessary for a successful practicing designer: the ability to communicate well, an inquiring mind, problem solving abilities, personal discipline, creativity, an aesthetic sensibility and perhaps most important, the right attitude.

Applicants with Grade 12 art or design and preferably mathematics (or similar) usually have a suitable academic background for admission to a design programme but each applicant is interviewed and each is considered on individual merit. A person who does not have Grade 12 art or design but who has a developed artistic talent and problem solving ability may be admitted to the Design Foundation Programme.

Inscape conducts a comprehensive one-on-one interview with each applicant. There are four phases to the interview:

- In the first, the applicant completes and submits a Selection Application Form together with a few examples of artwork. This process is intended to establish whether the applicant understands the career for which they are applying;
- In the second, the prospective student presents a portfolio of work which should include at least six pencil drawings: two natural objects, two manufactured objects and two: free choice. No fantasy or abstract drawings will be accepted. Each of these must be drawn from observation. The college is particularly concerned about the applicant's observation and mark-making abilities;
- The third phase entails a written and oral assessment in which the following areas are assessed:
  1. Understanding of career options and the institution offering the Programme;
  2. Aptitude including technical skill and problem solving abilities;
  3. Attitude (approach) and determination;
  4. Interpersonal and conflict management skills;
  5. Communication, both visual and verbal.

- Not only is the applicant evaluated but, in the fourth phase, the applicant is also given the opportunity to evaluate the institution, the programme and the career before making a commitment to enrolment.

Attitude and intellectual aptitude are as important as observation and drawing skills (the portfolio) in the screening prospective students. Some applicants have developed drawing skills but may have difficulty in forming concepts or grasping and verbally communicating ideas. Problem solving skills and creativity are essential tools for the successful practicing designer.

Design is not an 'easy option' career and the prospective student who sees it as a 'cop out' is dissuaded from enrolling. It requires an intellectual process to which is attached conceptualisation and technical skills. These facets cannot work without one another.

### Admission Policy – Design Students

[Admission Policy and Procedures](#)

### Admission Policy – Part-time Courses

[Admission Policy and Procedures](#)

### Interviewing Prospective Students

[Interview Policy and Procedures](#)

### Promoting Access

[Policies on Promoting Access](#)

### Recognition of Prior Learning

[RPL Policy and Procedures](#)

### Handling Grievances

[Grievance Policy and Procedures](#)

### STUDENT DEVELOPMENT

We are concerned with fostering two particular personal characteristics in students: Attitude and Awareness, where the development of these is seen as the key to attaining success as a practicing designer.

- Attitude towards design as a discipline that is lived, a lifestyle (not a 9-to-5 job) an enthusiasm, a passion for design that takes precedence over egotism, a professional outlook.
- Awareness, an attentiveness to the world around that is revealed in attention to detail in rendering and an atunedness that is reflected in a freshness of approach in innovation and creativity.

Students who are not performing satisfactorily are a matter of concern and need to be counselled. Where this is unsuccessful, the students' parent or guardian should be consulted without delay. If necessary a letter should be sent so that a written record exists.

It goes without saying that lecturers' professionalism will not allow them to be negatively influenced by a student who is "uncooperative" or with whom the lecturer cannot "get on".

## **Student Support**

[Student Support Policy and Procedures](#)

## **PERFORMANCE APPRAISAL**

Student progress is evaluated twice a year in a "one-on-one" consultation with lecturing staff. At midyear, the college evaluates the student's attitude and competence by considering attendance, submission of work, and quality of work. At the end of third quarter, the students' marks are considered.

On the first occasion the college indicates to the student how it sees the student's progress and what remedial actions, if any, should be taken. Where a particular strength is identified, the student is encouraged to develop this.

On the second occasion the college advises the student of the possibility of failure, should this exist. In both cases students are directed as to where they might improve, whether this be in an area of concern or potential. Student input is invited.

In the event that the college becomes concerned that a student is not performing satisfactorily, a 'letter of concern' may be addressed to the student or parents (or guardians or sponsor).

[Performance Appraisal Form](#)

## STUDENTS REPRESENTATIVE COUNCIL

### Representation

Each branch of Inscape may have its own SRC  
Each class shall have one representative  
The college shall be represented by one person from management

### Election

Each year each class shall elect a representative  
Election shall be by simple majority of a minimum of 2/3 of the students in the class  
Voting may be by show of hands or secret ballot  
A student may represent a class for more than one year  
Election shall occur during the first week of term; first year students in the last week of first term  
First year students elect their representative in their second term

### Meetings

The meetings shall be held on Inscape premises  
Meeting shall be held at about one month intervals at a time that is convenient to most students but outside lecture hours

### Matters Arising

Any matter pertaining to College affairs may be raised

- Social matters
- Inter-campus activities
- Academic matters
- Curriculum development
- Programme delivery
- House matters
- Complaints
- All complaints presented in writing and all parties shall have a fair hearing
- Communication
- Information to or from students may be tabled

### Resolutions

A record of all resolutions and responsible persons shall be kept

### Record

A scribe shall be nominated by the representatives to keep minutes of meetings

## STUDENTS CODE OF CONDUCT

[Student Code of Conduct](#)

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### KEY

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

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