

**2022 Q1
MESSAGE
FROM THE
CEO**

MESSAGE FROM THE CEO

2022 Q1 - MESSAGE FROM THE CEO

1st May 2022

Dear Inscape Community,

This communique is a lengthy one. Despite it being quite early in the year, I have so much to share with you. A list below will assist you in navigating to the parts of the document you are most interested in.

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REFLECTING ON QUARTER 1

OUR STUDENT RESULTS

The first quarter of every year is always such an exciting time. Usually, a new year brings new hopes and new dreams and by the time winter is upon us, the newness has faded and its business as usual. At Inscape, this time of the year marks the end of the settling in period and a time to reflect on our achievements thus far as we ramp up for a more intense time, with deeper learning, more demanding projects and a time when grit and tenacity is the order of the day. The end of Semester 1a is always a good indicator of what to expect for the remainder of the year and the ultimate success of our students and the institution at the conclusion of the academic calendar.

This year we were fortunate enough to have students back on our campuses. We have missed the laughter and energy that comes with each unique individual who is part of our tribe. Semester 1a came and went, quickly. The blended learning approach we have adopted this year appears to be working seamlessly and the excellent results produced this quarter are a testimony to this.

Semester 1a results indicated a 91% attendance rate nationally for all programmes. Our institutional policy requires 80% attendance. We know that good attendance equates to better success rates and at the end of Semester 1a, our students were achieving an excellent success rate of 84%. I am confident that if this is the way our student body has started the year, then the year will end well.

We were delighted to see an increase in student numbers at our Durban campus, especially after the unrest in KZN last year. Our newest campus, the Stellenbosch campus continues to grow from strength to strength. There has been a significant increase in enrolments through our distance mode of learning confirming that the traditional modes of learning and life have shifted. We are cognizant of the current economic climate and are ever grateful that during these times, Inscape remains an institution of choice.

TROUBLED TIMES

We commend our Durban students and staff on their steadfastness during yet another traumatic time in the KZN region. We acknowledge those who have suffered and offer our condolences to those who may have lost loved ones during the recent floods. I would like to thank our Durban staff for their commitment to supporting the students during difficult times and for managing the campus decisively and with empathy for our people.



PROJECT81

Project81 is a momentous event each year that provides a student experience focused on design praxis. Project81 aimed to educate our students on the principles and practices of circular economies and to provide them with an opportunity to solve related problems.

The Design Praxis Matrix recognizes that the design process is a highly iterative combination of varied activities and outputs. Developed to explicitly recognize the nonlinear progression typically portrayed, the Design Praxis Matrix is both a tool for education and reflection. A framework that uses Tangible and Intangible Activities and Outputs has been used to describe the conceptual behaviours and outcomes conducted in project-based learning challenges. These include Framing, Making, Doing, and Defining. Subsequently, as the design process is uniquely generative in nature, a resulting mindset to identify and synthesize high-level concepts to more detailed design specific issues is part of the natural designer and engineer workflow - Wayne C Chung

This was the sixth year that we conducted Project81 and the second year that we do so with input from The Ellen McArthur Foundation. The Ellen MacArthur Foundation develops and promotes the idea of a **circular economy**. They work with, and inspire, business, academia, policymakers, and institutions to mobilise systems solutions at scale, globally.

All 1st and 2nd years participated in Project81 virtually. The project was a great success with particular commendations for the speakers who joined us from various countries and disciplines.



INTERNATIONAL STUDENT EXCHANGE



The International Student Exchange program, put on hold for the last 2 years due to COVID is currently being considered for future exchange opportunities, restrictions permitting. We are pleased to announce that in the meantime, Thomas More University in Belgium has extended our already existing agreement to host students from Inscape and send students from their institution to Inscape. Typically, exchange students will attend classes for 3 months at the host institution and engage fully in all related activities. The agreement allows for credits achieved during this time to be applied to the individuals' academic credits. Applications for the programme have been received and the successful candidate will be announced in the next week.



BlueCrest
University
College

Inscape in collaboration with BlueCrest university College in Ghana is considering a Fashion workshop programme that will take place in July in Accra Ghana for two weeks and in Cape Town South Africa for one week.

In Ghana the two week workshop would focus on talks and discussions about the fashion industry and introduce students to opportunities to develop entrepreneurial ventures as well as careers in the industry. Meetings with a selection of industry professionals as well as fashion and design entrepreneurs will also be arranged so that students can interact with them.

The one week in Cape Town would include visits to sustainable textile manufacturers, local fashion designers and crafters. In addition, there will be guest speaker presentations and hands-on workshops.

Although the workshops are free, the cost of travel and accommodation in Accra is approximately R27,000, not including visa, insurance, vaccination, testing, food and internal travel. Costs will be confirmed closer to the time.



EXCITING DEVELOPMENTS

Now that we are well into our academic year and busy with Semester 1b, it gives me great pleasure to share with you the following exciting milestones and events that will be occurring in the next while.

2021 GRADUATION

2021 graduates will be celebrating the culmination of their efforts at in-person graduation ceremonies to be held in May. We celebrate every graduate and wish them all the success in the next part of their journeys, which we will be keeping a close eye on.

NEW ACCREDITATIONS

Inscape achieves yet another 'first'. Our Bachelor of Arts Honours in Design has received accreditation and registration to be offered by distance learning. We are currently accepting applications for the July 2022 intake. Early Bird offers are currently on offer.

(Another 'first'). The South African Council for Architectural Professions (SACAP) awarded the institution with unconditional validation for its Higher Certificate in Architectural Technology at the Cape Town, Durban, Midrand, Pretoria and Distance campuses in 2021. Stellenbosch campus will undergo an audit by SACAP in June this year. We are confident that the panel will experience the same excellent offering that they found at each one of our other sites. This programme is the only access programme to be validated by SACAP and Inscape is the only private higher education institution to have been awarded the validation.

GOING GREEN, ONE CAMPUS AT A TIME

Inscape has the desire for all of its campuses to be recognised by the Green Building Council of South Africa as Green Star Rated environments by 2025.

Green Star rating is an internationally recognised and trusted mark of quality for the design, construction and operation of buildings, interior fit-outs and precincts. To rate a building or fitout's overall environmental impact, Green Star rating tools award points across nine categories. Each category has several credits within it that each address specific green building aspects and actions. Each credit has points associated with it and a project team, via the AP, will target certain credits in each category. The targeted credits are then assessed and a score is calculated. Weighting factors that are specific to each different tool are then applied to the scorecard to get the final rating. The weighting differs per tool to reflect the distinct environmental concerns in the different building sectors.

For now...

- Stellenbosch campus has achieved a 5 Green Star Rating.
- Work has commenced at our Pretoria Campus and we are aiming to achieve a 3 or 4-star rating.
- Midrand Campus will begin renovations later in 2022.

Inscape Pretoria Campus: Was, Is and To Be



A LEADER IS BORN



I am pleased to announce that John Booyens our Vice-Principal at the Pretoria Campus has been appointed to the position of Campus Director, effective 1st May 2022. John has time and time again demonstrated his ability to lead.

John is an accomplished, knowledgeable and versatile Management Professional, offering extensive experience in both the Financial Services Industry (10 years) as well as the Higher Education environment (13 years). His credentials include a B.Sc. degree in Mathematical Science, as well as a B.Com Honours degree in Econometrics.

He leverages strong communication, interpersonal and leadership skills to effectively resolve problems and provide superior service to all stakeholders concerned. He is comfortable working in fast-paced, deadline-driven environments as part of a team or on an individual basis. He is known for building strong working relationships and as a confident and respected team member in any environment.

John has fulfilled many roles in the Higher Education environment, such as Head of a Business School at Lyceum College, Head of Enrolment Services and Student Loans at Pearson, Managing Executive of the International Hotel School (Pretoria Campus), General Manager of Financial Services and Head of Risk, Credit Control and Student Loans at Regenesys Business School and Regenesys Investment Fund. John has actively been involved in managing campuses and lecturing on a part-time basis.

John has an absolute passion for education and working with winning teams to realise the educational dreams of students. He is married to Patricia, a special needs education teacher and has a daughter who studies music. John has held the position of Vice-Principal at Inscape since June 2021.

Renee Koelewyn, who has held the position of Campus Director till this time, will now take up her role of National Operations Manager for Contact Learning as a full-time appointment. Renee has worked closely with John since June last year in preparation for this event. Congratulations to John and Renee. We look forward to witnessing your continued growth and success with the institution.

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Grip Learning is an augmented online learning solution to improve knowledge retention and skills abilities in developing countries to meet global demands. Developed in partnership with Inscape, the platform aims to determine skills gaps and fill them with interactive content through partnerships with industry leaders. A personalised learning journey ensures the appropriate application of content is achieved and maintained to the benefit of the individual or organization. Where applicable CPD and Accreditations are applied.

Grip Learning aims to be an online learning solution that contributes to positioning developing countries competitively in a global market.

The app is currently available on Google Play Store and will be available on Apple Store soon. Please check it out, follow, like and share.

[*After 5*] IN
SCAPE

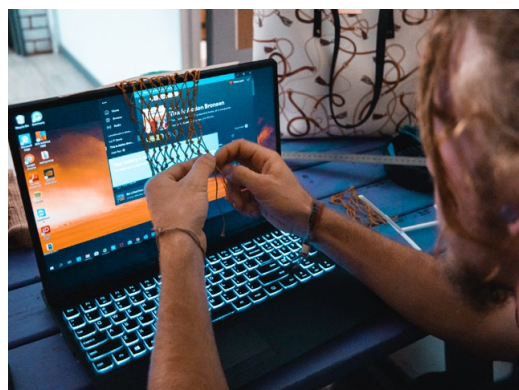
AFTER5

A new product coming to an Inscape campus near you in mid-2022. Each campus will be offering in-person skills-based courses after hours. Courses range from software training to make-up and styling. Please keep an eye on our social media pages for more information.



TRANSFORMATION AND DIVERSITY

Work in Transformation and Diversity at Inscap has been ongoing for several years and continues. The institution implores a 'from the inside out' approach to ensure that the efforts have substance, have a broad impact and are sustainable. The institution focuses on three areas when considering any changes and improvements. These include People, Processes and Products. The work-related to transformation and diversity by the institution impacts our people, processes and product through, Academics, Student Equity and Equality, People Management and Student Related Initiatives.



ACADEMICS

STUDENT CURRICULUM DESIGN AND COURSEWARE

Curriculum design and courseware are reviewed on a cyclical basis to ensure relevance. The following are examples of enhancements made recently to address issues of transformation and diversity.

Visual Communication (QVC110): A first-year subject in which students explore the concept of design and the practices of looking used in visual communication and creating meaning. The module comprises the following sections:

- Semester 1a: Images, Power and Politics
- Semester 1b: Viewers Make Meaning
- Semester 2a: Modernity, Spectatorship, the Gaze and Power
- Semester 2b: Realism and Perspective

A revision in 2020 was implemented in the 2021 academic year. This revision was to encourage students to "Identify issues around cultural, sexual, gender, racial identity and stereotypes in South Africa". The material that students are expected to read as part of the course includes extensive articles, etc. that address the themes. Some lecturers were initially resistant to the change. With additional support and coaching, lecturers were able to engage in the material in a meaningful way and manage the often, sensitive conversations with students.

Visual Communication (QVC310): A third-year subject that provides students with background and support for investigating the knowledge, theories and research procedures found in design. During the first two terms, the theories and procedures are used to research, define and contextualise a design problem. QVC310 assists students with exploring different forms of design knowledge and research procedures, as well as applying these to the complex problems and contexts that designers may encounter when practising design.

The focus is on research for design as is appropriate at the undergraduate level. However, elements of research on, for and through design are discussed. Students are presented with optional themes that they may explore in their research project.

Decolonisation has been an optional theme in QVC310 for students to select for further study for several years. The theme continues to be presented as part of this subject. In the past, the themes were provided and not directly addressed in the courseware. From 2022, courseware now includes direct references to each theme with resources for further reading. The themes addressed include Circular Economy, Decolonisation, Human Centred Design, Imagined Futures, Subcultures and Sustainable Design.

Bachelor of Arts Honours in Design: The institution recently received accreditation to offer this postgraduate programme. The first cohort of students commenced in 2019. Students explore similar themes for their dissertation as those presented in the third year Visual Communication subject. Since the inception of the programme, two students have elected to focus their studies on areas related to transformation and diversity. An audio-visual/graphic student from 2021 considered aspects of decolonization. He was looking at Africanisation and misrepresentations. A fashion design scholarship student considered fashion activism.



The 14th National Design Education Forum of Southern Africa (DEFSA) Conference was hosted by the Tshwane University of Technology and Inscape Education Group at Freedom Park Pretoria from 27 to 29 September 2017. Design educators reflected on the call for the decolonisation of education and challenged design academics and postgraduate students to scrutinise their educational practice regarding calls for the decolonisation of higher education. A record of 64 abstracts were submitted, of which 40 were accepted.

Over the two days of the conference, 38 presenters representing 11 institutions presented papers. The final day of the conference was dedicated to a workshop addressing practice-based research. Over the three days, 95 delegates and presenters attended the conference and workshop.



PUBLICATION OF PROCEEDINGS

All abstracts and papers for the conference and subsequent publication were selected using a double-blind peer-review process. Six Academic Staff from Inscape volunteered as peer reviewers for the conference. The double-blind review process ensured that both authors and reviewers remained anonymous during the process. Prior to the conference, the submitted papers were peer-reviewed by a group of academics drawn from 16 institutions representing the disciplines of Architecture, Communication Design, Education, Fashion Design, Fine Art, Graphic Design, Jewellery Design, Interior Design, Photography and Visual Studies. A list of the peer reviewers is included in the Conference Proceedings. Authors received feedback in the form of peer review reports and corrections to papers could be implemented for the Conference Proceedings. Ultimately 26 papers have been published in the 14th National DEFSA Conference Proceedings.

Three Academics from Inscape; Inge Economou, Courtney de Villiers and Dr Sue Giloi presented papers at the conference. The titles of their papers are included below and the full papers can be accessed as full papers published in the **conference proceedings**.

Axis Mundi: A Pedagogical Exploration of the Decolonising Potential of Mythology
- Courtney de Villiers: Inscape Education Group

Student Perceptions on Curriculum Change: Art and Design Theory within a New Bachelor of Visual Arts Degree at Nelson Mandela University. - Rachel Collet; Inge Economou: Nelson Mandela University

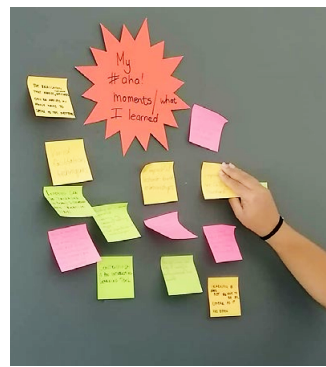
The Benefits of Incorporating a Decolonised Gaze for Design Education - Susan Giloi: Inscape Education Group and Rhodes University

ACADEMIC STAFF TRAINING

As part of our Quality Enhancement programme, the national academic department conducts a series of workshops at each campus with lecturers. These workshops focus on teaching and learning and quality enhancement. The workshops are presented by our Quality Assurance Manager, Dr Carin Urban Stolz.

Workshops presented recently as part of the commencement of the 2022 academic year addressed different forms of knowledge and cultures as part of the discussion and a specific topic included in the student engagement presentation was, "Ensure your teaching is culturally inclusive".

A Faculty Development Plan is established for the purpose of onboarding new staff and enhancing the skills and knowledge of the existing staff. A session planned for May 2022 in the Faculty Development plan addresses the topic of Community Engagement on Transformation; decolonisation; Africanisation.



REGULATORY

The South African Council of Architectural Professions (SACAP) conducted site visits of the Cape Town, Durban, Midrand and Pretoria sites in 2021 as part of the validation of the Higher Certificate in Architectural Technology. The SACAP Board indicated that they were satisfied with the student diversity and its impact on students progressing to studies in architecture, "The student compliment is diverse, and they are very happy with the facilities and the lecturers" Midrand report. They indicate that the institution should try to address a more diverse representation of lecturers.



WIDENING ACCESS

"Promoting student access in higher education institutions in South Africa remains a challenge given the limitations and resources that institutions face." (Jappie. 2020)

Widening access has been a strategic objective of the institution since 2013. Inscape Education Group established a scholarship programme in 2014 and accepted its first cohort of scholarship students in 2015. The programme aimed to widen access to accredited programmes offered at the institution and to ensure the throughput of the awarded candidates. 60% of the applicants to the program are from child-headed households or supported by government grants.

This vision required a commitment from the institution to ensure funding of a student for the full duration of their studies. A robust recruitment strategy was implemented coupled with support for each scholarship student during their studies. I have had the privilege of personally mentoring a number of our scholarship students.

In 2021, we extended our scholarship program to include applicants for our BA Honours in Design and 4 applicants were awarded scholarships to complete their Honours qualification. As part of the program, graduates from the Honours programme have been employed by the institution as lecturers as well as in the production department as instructional designers. We congratulate these individuals for their achievements and recognise them for their willingness and contributions thus far.

The Scholarship programme has provided access to quality tertiary education for 186 candidates who may not have had this opportunity otherwise. The programme has achieved excellent success rates. Several stories can be told of young people whose lives have been transformed and families and communities impacted.

ACADEMIC YEAR	APPLICANTS	ACCEPTED NEW STUDENTS	TOTAL SCHOLARSHIP STUDENTS	STUDENTS DROP OUT/FAIL	STUDENTS DECEASED	STUDENTS GRADUATED	SUCCESS
2015	50	12	12	0			100%
2016	300	23	36	5			86%
2017	280	32	56	3		12	95%
2018	360	45	92	0		17	95%
2019	223	14	76	2		20	98%
2020	347	29	77	8	1	26	90%
2021	1601	15	52	4		18	92%
2022	284	16	51				

Table 1: Inscape Scholarship Statistics

STUDENT EQUALITY

To ensure all students are presented with equal opportunities to succeed, the institution decided in 2013 to implement the study pack. This ensures that all students receive the appropriate equipment, software, access to online resources, Wi-Fi and textbooks at the commencement of their studies and each subsequent year thereafter. The study pack is included in the annual fee and is comparable to many other private institutions' tuition fees alone. Through this effort, the institution has provided a learning environment, fair to all, ensuring all students have access to resources of the same quality and standard. The initiative has ensured a more economically viable solution for students and has had a positive impact on the success rate of our students. Scholarship awards include the study pack.

STUDENT DEMOGRAPHICS

The institution reports on its demographics as a regulatory requirement. Table 3 indicates the transformation of the institution since 2002 in five-year increments.

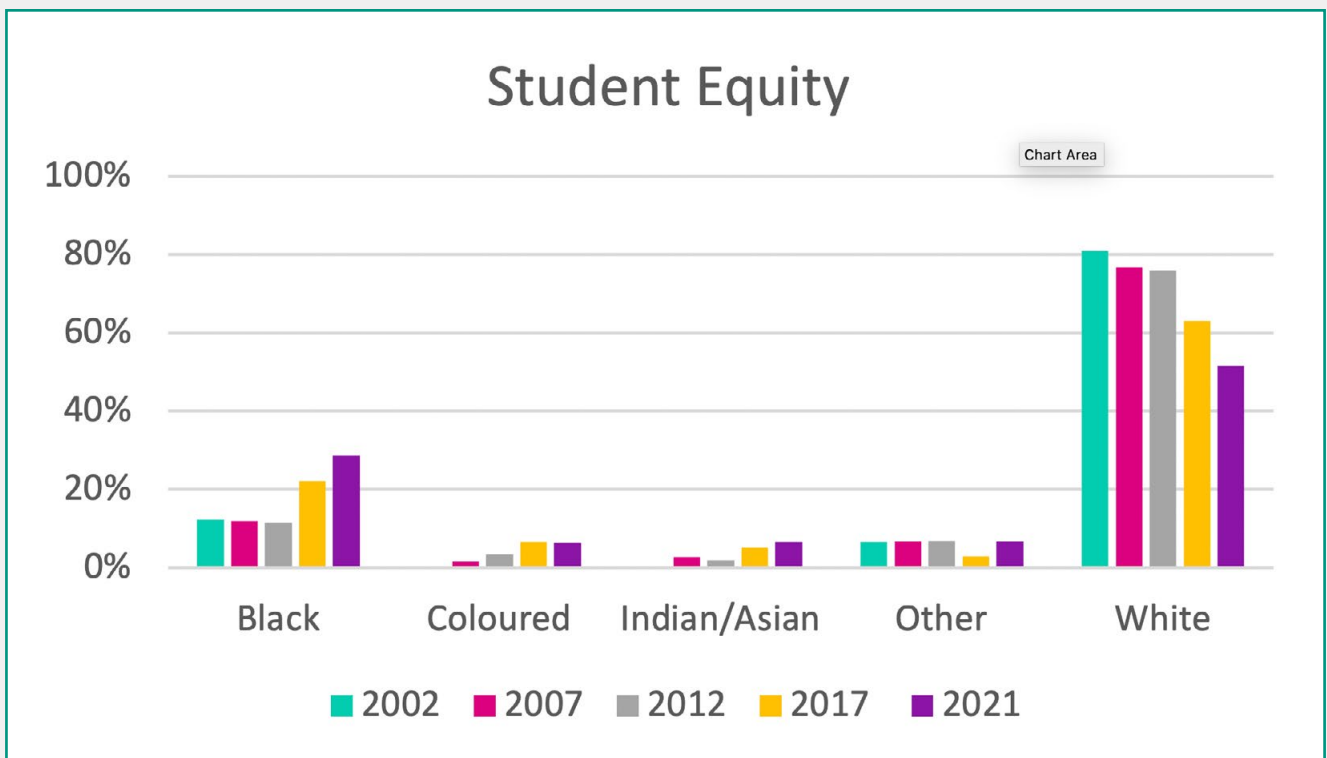


Table 2: Total Inscape Student Demographics

PEOPLE MANAGEMENT

EMPLOYMENT EQUITY

Inscope continues to address its employment equity intentionally. It is Inscope's Standard Operating Procedure to state in all advertised job vacancies that, "preference will be given to EE Candidates who meet the criteria, in line with Inscope's Employment Equity Policy".

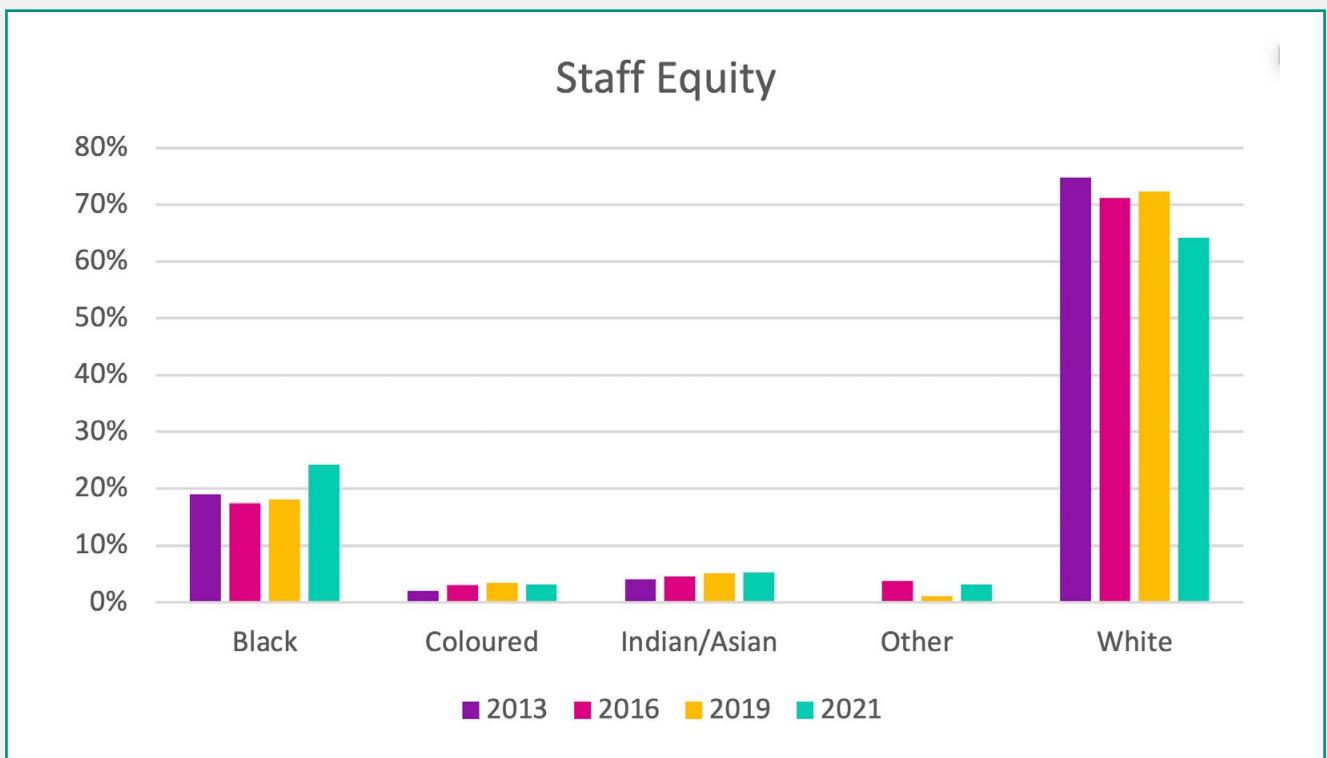


Table 3: Staff Equity in three-year increments and most recent (2021)

The institution recognises that the transformation of staff representation from designated groups is slower than is desired and has identified several reasons for this. To address these challenges, the institution has implemented strategies outside of typical recruitment strategies to support the transformation of the organisation:

- Inscape experiences a relatively low turnover of Full-time staff. The opportunity to make replacement appointments is rare. The institution, however, is investing for future growth. In 2021, 89 new appointments were made. 34% of these appointments were from designated groups.
- The availability of academic professionals from designated groups, specifically with expertise in the niche areas of Inscape's product offering is limited.
 - Inscape extended its scholarship programme to include postgraduate programmes. In 2021, 4 students were awarded scholarships to complete the BA Honours in Design. All 4 graduates are now employed by Inscape as lecturers at Pretoria, Cape Town and Durban Campuses. 3 scholarships have been awarded for the 2022 cohort with employment at Inscape expected in 2023.
 - Part of representation is also ensuring that we present guest speakers and lecturers who reflect our national demographic; people and professionals we believe can act as role models for our students. Events and collaborations initiated by Inscape including a more diverse representation of people from designated groups (not employed at Inscape) include but are not limited to:

Work in the area of Transformation and Diversity continues to be a strategic imperative of the organisation and I implore all members of our community to consider their personal contribution to ensuring a culture of inclusivity is our reality.

I thank you for taking the time to read this lengthy communique and trust that the insights I have provided will invigorate you as we move into the colder months of the year.

Best regards



HELEN BÜHRS
CEO

