

# Procedural Manual on Experiential Learning

## 2<sup>nd</sup> Draft (2.1)

### 1. Introduction

These procedures serve to govern; as well as to ensure **good governance**; adequate institutional resources; and collaboration among different role players for the implementation of the [Policy: Experiential Learning](#). The *Policy: Experiential Learning* approved 24 June 2011 by Unisa Council, qualifies *experiential learning as processes of making meaning from direct experiences; a teaching method that facilitates the exposure of students to realistic experiences; there is interplay between theory and practice; and learning is derived through reflection on doing*. The *Policy: Experiential Learning* differentiates between [a] *work integrated learning (WIL)* and [b] *simulated work experiences (SWE)*.

- The Institutional WIL office will report directly to, and will discharge the authority of, the Executive Director: Tuition & Facilitation of Learning. This positioning will allow for a smoother coordination of all the interdependencies by key role players.
- In order to fulfil Unisa's [gazetted obligation](#) to enable students to successfully complete their credit bearing WIL, the University has a responsibility to ensure that this component of a curriculum is funded adequately. The institution will therefore consider the most appropriate fee structure and/or funding solutions for the WIL modules in order to improve the level and quality of participation by students.
- WIL is of equal importance as other forms of teaching and learning within Unisa. It *"is a structured part of a qualification the volume of learning allocated to WIL should be appropriate to the purpose of the qualification and to the cognitive demands of the learning outcome and assessment criteria contained in the appropriate level descriptors"* (HEQE, 2007: 9). Some qualifications are therefore designed to integrate theory and practice through the incorporation of work-integrated learning (WIL) into the curriculum. WIL is characteristic of vocational and professionally-oriented qualifications, and may be incorporated into programmes at all levels of the HEQF. WIL may take various forms including simulated learning, work-directed theoretical learning, problem-based learning, project-based learning and workplace learning. The selection of appropriate forms of work-integrated learning depends on the nature and purpose of the qualification type, programme objectives and outcomes, the HEQF level at which the WIL component is pegged, institutional capacity to provide WIL opportunities, and the structures and systems that are in place within professional settings and sites of practice to support student learning.

The Programme Qualification Mix (PQM) structure of Unisa, as a comprehensive University, is 70/30, meaning that 70% of the qualifications are traditional university and 30% are

vocational. This implies that 30% of the qualifications offered should carry a WIL module. Colleges need to think of this in terms of the growth aspect and will need to identify where and how experiential learning needs to be incorporated in the modules offered.

## 2. Table of Contents

1.	Introduction .....	1
2.	Table of Contents .....	2
3.	Glossary of acronyms/abbreviations .....	2
4.	Academic Departments .....	3
4.1	Activity flow with regard to WIL .....	4
4.2	The design, development and facilitation of simulated work experience (SWE) modules ..	10
4.3	Applied learning experiences other than WIL or SWE .....	11
5.	Students .....	12
6.	Institutional Management of Support .....	13
6.1	Centralised coordination.....	13
6.2	Curriculum and Learning Development (DCLD) .....	14
6.3	Directorate Programme Accreditation and Registration (DPAR) .....	14
6.4	Student Admissions and Registrations (DSAR) .....	14
6.5	Information and Communication Technology (ICT).....	15
6.6	Regional Services .....	15
6.7	Department: Corporate Communication and Marketing .....	15
6.7	Directorate: Community Engagement and Outreach .....	15
6.9	Unisa Foundation .....	15
6.10	Agreements and Intellectual Property.....	15
6.11	Finance Department .....	15
7.	External Role Players.....	16
7.1	Statutory / Professional Bodies .....	16
7.2	Sector Education and Training Authorities (SETAs) .....	16
7.3	Experiential learning providers .....	16
7.4	Mentors.....	16
	Appendix A: Memorandum of Undertaking (MoU) .....	17
	Appendix B: Memorandum of Agreement (MoA) .....	24

## 3. Glossary of acronyms/abbreviations

CCM	Department: Corporate Communication and Marketing
CHE	Council on Higher Education

DCCAD	Directorate: Counselling, Career & Academic Development
DCLD	Directorate: Curriculum and Learning Development
DSAR	Directorate: Student Admissions and Registrations
ECSA	Engineering Council of South Africa
FTA	Framework for the implementation of a team approach to curriculum and learning development
HEQF	Higher Education Qualifications Framework
HPCSA	Health Professions Council of South Africa
ICT	Information and Communication Technology
PBL	Problem-based learning
PJBL	Project-based learning
PQM	Programme Qualification Mix
SAVC	South African Veterinary Council
SETA	Sector Education and Training Authority
SWE	Simulated work experience
WDTL	Work-directed theoretical learning
WIL	Work integrated learning
WPL	Workplace learning

## 4. Academic Departments

The ultimate responsibility for teaching and learning rests within the relevant Colleges; Schools; Academic Departments; and in particular with the [academic and administrative staff responsible for WIL modules](#). However, various Unisa departments and directorates, collaborate in supporting academia towards serving Unisa's primary customers, namely students registered for qualifications that include WIL. The [Council on Higher Education \(CHE\)](#) advocates in the [Higher Education Monitor 12: Work-Integrated Learning: Good Practice Guide a typology of work-integrated learning](#), which in addition to the workplace learning (WPL) include three other teaching and learning modalities namely:

- Work-directed theoretical learning (WDTL)
- Problem-based learning (PBL)
- Project-based learning (PJBL)

The latter three do not require work placements or necessary direct work environment experience. The design or revision of all modules are done in accordance to Unisa's [FRAMEWORK for the implementation of a TEAM APPROACH](#) to curriculum and learning development (FTA) in conjunction with Educational Consultants from the [Directorate: Curriculum and Learning Development](#) (DCLD). These procedures will therefore not expand on these.

Academic staff members responsible for WIL manage the various aspects of WIL modules. The [imperative context](#) and principles of good practice (7.2 of the Policy: [Experiential Learning](#)) for WIL espoused by the Council on Higher Education (CHE) in among others the [Criteria for Programme Accreditation](#)—criteria 1 and 15; the [Criteria for Institutional](#)

**Audits**—criteria 4, 7-8 and 11; and the Higher Education Qualifications Framework ([HEQF](#)) can be summarised as follow:

- An **obligation to place students** where work-integrated learning is part of the curriculum of the qualification ([5.1 of the Policy: Experiential Learning](#)).
- Effective **management** and **coordination**, with responsibilities and lines of accountability clearly allocated.
- Adequate **infrastructure** provided.
- **Learning** contracts or **agreements**, clarifying the objectives and outcomes of the learning process, as well as the roles and responsibilities of the institution, students, mentors and experiential learning providers involved.
- Regular and **effective communication** between the various parties involved.
- Regular and systematic **recording** and **monitoring** of progress of the student’s learning experience.
- **Mentoring** that enables the student to recognise strengths and weaknesses; to develop existing and new abilities; and to gain knowledge of work practices.
- **Academic** as well as **workplace based assessment**.

In some cases simulated work experience (SWE) lends itself as an ideal distance teaching and learning mode. A typology of various modes of simulations can be represented as a continuum, with low-technology on the one end and high-technology on the other:



Written simulations, e.g. assignments through e-portfolios (7.3 of the Policy: Experiential Learning technology-based assessment) and complex case studies	3-D models, such as a mannequin, low fidelity & part-task	Screen-based simulation software, DVDs, virtual realities	Standardised real simulations or role plays, e.g. by trained actors	Intermedia te fidelity PC controlled, programme -able; but not fully inter-active	Interactive PC controlled model driven; known as high-fidelity simulation platforms
--	---	---	---	---	---

Within certain disciplines—such as Agriculture; Animal Health; Life and Consumer Sciences; Environmental Sciences; and Engineering—applied learning experiences, such as laboratory and/or learning in natural settings; are inevitable for the delivery of competent graduates. Practical laboratory teaching is differentiated from WIL in that this learning supplements theory and gives students the opportunity to experience and master the application of specific theory in the controlled environment of a laboratory, a contact session, a green house, or in a specific relevant natural setting (depending on the discipline of teaching).

#### 4.1 Activity flow with regard to WIL

Work integrated learning is a cornerstone in training future engineers, engineering technologists, animal health technicians, registered nutritionists as well as agricultural and environmental scientists, and various other career paths. WIL is a compulsory requirement

set by statutory and professional bodies such as the Engineering Council of South Africa (ECSA), the South African Veterinary Council (SAVC), Health Professions Council of South Africa (HPCSA), and others.

Input	Activity flow (major actions detailed)	Output	Doc	Who
4.1.1	The revision/design of the curriculum of a qualification/programme is done in accordance to Unisa’s approved <a href="#">FTA</a> , and associated (a) due diligence certificate for the process for <a href="#">programmes</a> ; and (b) certificate of compliance for the process for <a href="#">modules</a> . Further ensure that <a href="#">WIL modules are specifically marked on the Academic Information Management System (AIMS) to enable the placement question pop-up during registration.</a>	Curric.	FTA due diligence certificate  FTA certif. of compl.	Acad. DCLD <a href="#">DPAR</a>
	↓			
4.1.2	<p>Mustering the support of the relevant occupational field/s—including relevant <a href="#">Sector Education and Training Authorities</a> (SETAs)—to ensure sufficient <i>experiential learning providers</i> and funding for WIL is vital:</p> <p>(a) College, school and academic programme management play a key role networking and the entering into agreements (<a href="#">7.1 of the Policy: Experiential Learning</a>).</p> <p>(b) The <a href="#">Memorandum of Undertaking</a> template (MoU, appendix A) is processed in accordance to Unisa’s Legal Services approved <a href="#">procedures for Agreements and Intellectual Property</a>.</p> <p>(c) Unisa academics actively engage professional bodies for incentives coupled to mentoring of students, for example, mentors receiving continued professional development (CPD) points.</p> <p>(d) Where feasible, academics should facilitate access to SETA funding—<a href="#">pivotal grant</a> introduced for professional, technical and academic learning programmes—for <i>workplace experience</i> (SETA terminology) of defined scarce and/or critical skills programmes in accordance to skills-plans.</p>	WIL opportunities	MoU	Refer 7.2  Prof Bodies  Refer 7.2
	↓			
4.1.3	Because WIL is undertaken in a non academic			Academics

environment, normally the work context, tutorial letters and guidelines should be designed in such a way to prepare students for what is expected from them for the successful completion. These impact on successful completion of WIL and is therefore of particular importance in the design or redesign. Educational Consultants from [DCLD](#) assists with the design of 12 credits WIL-module/s, which include:

- (a) Sensitise students to the learning outcomes to be achieved from the experience, as well as the knowledge and experience students should gain from their placement in industry.
- (b) Preparing the student for the rigours of the work environment and how they should interact with it.
- (c) Prevention of fragmentation of the work integration learning experience by means of an overall learning map or similar structured plan.
- (d) Theoretical knowledge they should apply and the assessment thereof during their placement in industry.
- (e) Learning guidelines for the student and her/his workplace mentor (see next 'step').
- (f) Orientation of the mentor and the student about conduct rules and their respective roles in the WIL process.
- (g) Specifications for students with regard to the learning evidence required.
- (h) Criteria for a 'good' WIL learning experience.



4.1.4

Formal mentorship agreements and mentor guidelines must be compiled and ensured that mentors understand what is expected from students and the conditions they have to adhere to during the mentoring process, for example, being a member of the prerequisite professional/vocational body. In the event that an experiential learning provider formally appoints a mentor, but place a student for relevant experience with relevant workplace supervisors, the mentor must ensure supervisors

Academics

	<p>understand what is expected from them.</p> <p style="text-align: center;">↓</p> <p>4.1.5 College, school and academic programme management are responsible to ensure registration information is up to date, correct and clearly state what is involved in the credit-bearing WIL-module/s:</p> <ul style="list-style-type: none"> <li>(a) Compulsory WIL must be clearly indicated in the qualification information on the corporate Unisa Internet pages and brochures</li> <li>(b) Students may, once a suitable placement in industry has been secured and prerequisite and co-requisite academic modules passed, (where appropriate) enrol for more than one WIL module simultaneously.</li> <li>(c) Students from other institutions that want to enrol at Unisa for only the WIL modules shall not be accepted. Similarly, students that have completed 50% or more of their modules towards a qualification at another institution shall not be accepted, because Unisa will not benefit from the graduation of such students.</li> <li>(d) All prerequisite WIL modules must be completed before the WIL of the programme is deemed complete. A student would not graduate if any module of work integrated learning is incomplete.</li> </ul> <p style="text-align: center;">↓</p>		My Registration @ Unisa	Academics DSAR
4.1.6	<p>Students that have not found a WIL opportunity should be placed by the academic department where the WIL component resides (7.7 of the <b>Policy: Experiential Learning</b>) to enable completion of the respective student's credit-bearing WIL:</p> <ul style="list-style-type: none"> <li>(a) Academic departments should endeavour to place students with Unisa accredited experiential learning providers. The accreditation or sanction of experiential learning providers as fit for WIL remains an academic responsibility. Academics should</li> </ul>			Academics and admin

therefore attempt to cultivate a network of accredited providers willing to accept Unisa students for WIL. Towards these end professional bodies, the advisory committee of the relevant Unisa academic programme and personal networks are utilised.

- (b) Building networks; recruiting of suitable experiential learning providers; and accreditation of experiential learning providers are undertaken by academic management and staff that understand the relevant work environment and have experience of workplace realities.
- (c) Partnering with appropriate and willing Experiential Learning Providers and entering into [Memoranda of Agreement](#) (MoA, template—appendix B) in accordance to Unisa’s Legal Services approved procedures for Agreements and Intellectual Property (7.1 of the [Policy: Experiential Learning](#)).
- (d) Ensure workplace mentors has the capacity to facilitate learning and assessment of the learning achieved by students and provide training if their capacity to do so is inadequate. Where necessary, for example first time mentors, comprehensive training regarding guidance to and assessment of students placed with them, should take place
- (e) Academics, in conjunction with the Directorate: Counselling, Career & Academic Development (DCCAD) [sensitise students](#) about professional conduct and workplace skills prior to their placement with Experiential Learning Providers (7.8 of the [Policy: Experiential Learning](#)) as part of their orientation to the WIL module



4.1.7

Academics must in accordance with policies and procedures, undertake monitoring (formative assessment) and assessment of the WIL progress of students and the quality of learning derived.

Academics

	<p>The monitoring and mentoring of students undergoing work integrated learning must be undertaken at regular intervals. Being a distance education institution monitoring and assessment may be done through suitably qualified independent contractors and/or by means of electronic communication facilities.</p> <p style="text-align: center;">↓</p>		
4.1.8	<p>Academics do summative assessment both within (or by means of electronic communication facilities) the workplace—obtaining the assessment input from the workplace supervisor/s and/or mentor—and of the learning evidence submitted by each student (7.3+4 of the Policy: Experiential Learning)</p> <p style="text-align: center;">↓</p>		Academics
4.1.9	<p>Academics are responsible for quality assurance of the WIL module/s within programmes, as well as satisfying the imperatives of professional and/or statutory bodies.</p> <p style="text-align: center;">↓</p>		Academics
4.1.10	<p>College/school/academic departmental structure with regard to WIL should, for example, include:</p> <ul style="list-style-type: none"> <li>(a) A functional advisory committee/process, with adequate representation from the occupational field and/or consultation of. The formation of an advisory committee is a natural extension of the FTA design process and its purpose is to ensure continued relevance of the programme, as well as well functioning work-integrated learning.</li> <li>(b) A teaching and learning committee focussing on WIL matters.</li> <li>(c) An adequate administrative support structure.</li> </ul> <p style="text-align: center;">↓</p>		Academics
4.1.11	<p>Academics are responsible for continuous review and refinement of the programme curriculum, and in particular the WIL study material, guidance and assessment materials.</p>		Academics

## 4.2 The design, development and facilitation of simulated work experience (SWE) modules

Neither end of the continuum presented higher up is better. However, relevance of the appropriate mode is an important teaching and learning decision. In addition to the typology-continuum of modes of simulations a range of six simulation modalities exists:

- Low-fidelity simulation modalities — generally static models allowing very little learner interaction
- High-fidelity simulation modalities, e.g. complex simulators
- Standardized patient educators — specially trained ‘actors’ to portray or demonstrate how
- Serious gaming — uses video game technology
- Desktop simulations and virtual worlds
- Virtual reality and visualisation

Best practices for simulated work experience (SWE) modules within a distance learning environment have not yet been established. What follows are suggestions (7.5 of the Policy: [Experiential Learning](#)) with regard to design and facilitation. This part of the procedures will therefore be reviewed in due course.

The creation an educational simulation is not merely about mechanically performing a series of tasks; instead designing simulations involve imagination, values, and consistency. Four basic design questions are recommended, which are not to be regarded as steps; but rather represent a conscious underlying methodology. The four questions that follow should not be answered explicitly. Well designed simulations contain implicit answers to the four questions:

- What is the problem? — issue, situation (or what is the event about? — general picture)
- Who are the participants? — roles, identities, powers
- What do they have to do? — job, decision-making, function
- What do they do it with? — documents, materials, instructions, existing knowledge

When giving consideration to selecting a ready-made simulation for use or for adapting; the following inventory of conditions upon which to base choice may be used:

- Budgetary constraints and value for money
- Number of students that can participate
- The required timeframe for the complete training or training session
- The abilities required from the target participants
- Involve industry representation in the planning and development of simulations and ensure acceptance of simulations by the relevant industry
- Materials required
- ICT bandwidth intensiveness and inherent technical requirements
  - Simulation will be online or venue based
- The extent to which the objectives of the simulation match the intended learning outcomes
- The potential conveyance of facts and/or information

- The model inherent in the simulation
- The openness (or closed) nature of the design for enabling decision-making
- The communication skills inherent in the simulation
- Language usage requirements
- The behavioural objectives and the relationship/team-building value
- The prediction practice it offers

High-end technical simulations in the form of PC-based virtual-experiences require specialised (probably external) expertise and substantial capital investment. The development of such simulations comprises a number of stages or sub-processes:

- Production of a funding proposal; tendering specifications; and adherence to the Legal Services guidelines for entering into agreements
- Planning the simulation systematically and the development (in conjunction with the provider selected through procurement process) of:
  - Inputs and outputs to guide the simulation user
  - Establish a framework/blueprint/story
- Use the simulation script to shape the prototype of the software, for example:
  - Physical context in concrete but neutral terms
  - The opening scene sets the stage for the simulation
  - Designate the roles of participants in the simulation
  - Unfolding of events, the nature/climate of the crisis or problem—the term ‘crisis’ originate from Greek *krinen*, which means to separate; to judge—a simulation is essentially a turning/branching point which participants are required to address
  - Development and incorporation of embedded participant ‘thinking space’
- Trial of the simulation software, critical evaluation and reflection
- Refining the software
- Implement the simulation and post simulation debriefing and reflection

Project teams are recommended to design SWEs in accordance to Unisa’s approved FTA. In addition to Educational Consultants from the DCLD; other expertise, such as ICT experts, should comprise such project teams.

### 4.3 Applied learning experiences other than WIL or SWE

Applied learning experiences, such as laboratory and/or learning in natural settings represents an important aspect of teaching and learning in certain cases. A checklist of aspects to take into consideration includes:

- Set the outcomes of the applied learning experience
- Design the learning, teaching and assessment plan, or a facilitation plan
- Develop learning materials
- Arrange and/or order required facilities, equipment, resources, chemicals, safety precautions, etc.
- Contract technical expertise and/or providers
- Schedule event/s and reserve venues, facilities, accommodations, transportation
- Arrange attendance administration and payment (if applicable)

- Generate invitations/notifications
- Administer bookings and keep records
- Facilitate the lab experiments, workshop training, field-work, practical training, etc
- Assess students and record marks; or alternatively develop guidelines and standards for assessment by external facilitators
- Evaluate the success of the intervention
- Conclude the learning experience
- Make sure all equipment and resources are appropriately returned
- Conclude the administration of the specific learning experience

Such learning may be contracted to an independent provider and/or offered by the academic department concerned—with or without professional/statutory body involvement and/or contribution.

## 5. Students

Input	Flow chart	Output	Doc	Who
5.1 Choose	<a href="#">Apply</a> to Unisa (Ab4R). ↓	Student number	<a href="#">Application</a>	Student DSAR
5.2	Select programme / qualification — taking cognisance of compulsory WIL where applicable. ↓		<a href="#">My Registration @ Unisa</a>	
5.3	Satisfy all prerequisites and co-requisites in order to register for the WIL module/s. ↓			Student
5.4	Ideally appropriate employed by this time and approach a suitably qualified person to serve as mentor for WIL module/s. ↓		<a href="#">CV form</a>	
5.5	Prior to registering for a WIL module, approach the relevant academic/s responsible for WIL module/s for <a href="#">placement-help</a> with an accredited experiential learning provider. ↓			
5.6	Register for relevant WIL module/s if in the position to complete and receive learning material ↓		Study guides	Student
5.7	Submit the relevant documentation to the lecturer concerned to verify and capture the mentor. ↓			Student
5.7	The Unisa student disciplinary code and grievance procedures apply to WIL.			Student

	↓			
5.8	Student's progress with WIL is monitored.			Academic
	↓			
5.9	Submit the specified evidence, e.g. portfolio and/or logbook and/or report for assessment			Student
	↓			
5.10	If all requirements are satisfied, obtain credit for the WIL module/s.			Academic

## 6. Institutional Management of Support

The Vice-Principal Academic: Teaching & Learning serves as custodian in collaboration with the relevant Executive Deans of Colleges.

The Vice-Principal Academic: Teaching & Learning delegates responsibility for policy formulation and support (systems, standardised procedures and appropriate resources) to the Executive Director: Tuition and Facilitation of Learning. The constituents of the Department: Tuition and Facilitation of Learning collaborate with other departments to provide a student support model that is aligned to tuition and learning needs in the ODL context; as well as an experiential learning model that is aligned to academic and student needs.

The portfolio of the Vice-Principal: Institutional Development further develop, drive, communicate, market and monitor the integrated (core business and transformation) strategies of Unisa. The roles of the Department: Corporate Communication and Marketing (CCM) and the Unisa Foundation, which both resorts in the portfolio, overlaps to some extend with the securing of experiential learning providers and SETA funding by academic departments.

### 6.1 Centralised coordination

The Institutional WIL office, whose main responsibilities would be to provide direction (policies and procedures) to the institution regarding WIL; ensuring quality implementation of the policies and managing the coordination and general oversight of all relevant elements of the system will be directly accountable to, and will discharge the authority of, the Executive Director: Tuition & Facilitation of Learning. The role of a centralised WIL coordination and support unit further includes provision of systems, processes and resources to enable:

- a) The [identification of students](#) in need of [placements](#) in order to complete credit-bearing WIL

- b) Academics responsible for WIL to [network towards expanding](#) relationships in order to secure WIL experiential learning providers by providing various networking/marketing resources.
- c) The [capturing](#) of the details of experiential learning providers, individuals and mentors, as well as to [maintain contact towards](#) (b)
- d) [Students in need of WIL](#) placements to make their need known and [submit a CV](#)
- e) [Regional employees](#) to help students that [seek WIL assistance](#)
- f) The easy access of [information](#); [documents and forms](#); how to handle [students with disabilities](#) required to complete WIL; Unisa's [liability insurance](#) pertaining to WIL; etc.

The centralised WIL unit coordinate the support and technical expertise of various departments and directorates and make systems, processes and resources available online for academics responsible for WIL modules and for administrative within colleges staff.

## 6.2 Curriculum and Learning Development (DCLD)

Educational Consultants provide guidance with regard to the Senate approved FTA and associated (a) due diligence certificate for the process for [programmes](#); and (b) certificate of compliance for the process for [modules](#)—with specific reference to steps (d) & (e), right-side below—apply with regard to all modules, including experiential learning:

FTA steps in the process for programmes	FTA steps in the process for modules
1. Academic review and/or feasibility study	a. Academic review and/or feasibility study
2. Curriculum planning	b. Curriculum planning
3. Internal checking and approval	c. Internal checking and approval
4. Programme-level planning and development	<b>d. Learning design</b>
5. Internal checking, approval, accreditation and registration	<b>e. Learning development</b>
6. Evaluating Impact as part of academic review	f. Learning facilitation
	g. Module review

## 6.3 Directorate Programme Accreditation and Registration (DPAR)

Ensure that the coding/marketing of the Academic Information Management System (AIMS) correctly identify WIL, SWE or other experiential modules.

## 6.4 Student Admissions and Registrations (DSAR)

Collaborate with the centralised WIL coordination and support unit (6.1) in establishing procedures to identify, during registration, those students that are in need of WIL placements.

## 6.5 Information and Communication Technology (ICT)

Adequate ICT capability must be provided that would enable transparent record keeping and the tracking of student progress throughout the work integrated learning periods (7.6 of the Policy: Experiential Learning).

## 6.6 Regional Services

Regional office employees assist academic colleagues with processing MoAs—for specific students—with accredited experiential learning providers that agreed with relevant academics to place students for WIL. Regional office employees further assist academic colleagues with administrative support.

## 6.7 Department: Corporate Communication and Marketing

CCM support academic departments—in its role of supporting Unisa’s strategic objectives and operational plan—in their endeavours to recruit suitable experiential learning providers for the placement of students for compulsory WIL.

## 6.7 Directorate: Community Engagement and Outreach

In facilitating community engagement and outreach projects, the [Directorate: Community Engagement and Outreach](#) assist academic departments in their endeavours to recruit suitable experiential learning providers for the placement of students for compulsory WIL.

## 6.9 Unisa Foundation

In accordance to the [protocol for the receipt and use of donor funding](#), all SETA funds obtain for WIL are routed through the Foundation’s account.

## 6.10 Agreements and Intellectual Property

All agreements (MoUs & MoAs) concluded by Unisa must form part of the central contract repository of the Department: Legal Services. The [Directorate: Agreements and Intellectual Property](#) is to establishing through Oracle modules purchased an integrated work flow and signoff resulting, which included the [due diligence](#) (current certificate) requirements. The WIL experiential learning provider MoU and MoA templates will be preapproved.

## 6.11 Finance Department

The Insurance Section of the Directorate: Expenditure Management is responsible to maintain Unisa’s liability insurance with regard to all forms of experiential learning; keep policy payments up to date; facilitate claims that might arise; and to provide up to date

information on the nature and extend of Unisa’s liability insurance.

## 7. External Role Players

### 7.1 Statutory / Professional Bodies

These bodies play a very important role within designated communities of practice by specifying professional practices and by supporting the WIL of programmes. Statutory and/or professional bodies further play a quality assuring role regarding the learning content and the student learning outcomes. They may do so by accrediting the programme and/or serving on various curriculum and programme committees within Unisa.

### 7.2 Sector Education and Training Authorities (SETAs)

Levy income—collected in terms of sections 7 (1) and 8 (2) (a) read with 8 (3) (b) of the Skills Development Levies Act—is distributed in accordance to the National Skills Development Strategy to respective Sector Education and Training Authorities (SETAs). According to Government Notice, ([G 34932, RG 9659, GoN 20: Skills Development Act: Regulations: Monies received by sector education and training authorities and related matters](#)) of 12 January 2012, the Minister of Higher Education and Training, intend to make changes to the Grant Regulations pertaining to SETAs. In addition to *mandatory* and *discretionary* grants, *pivotal* grants will be introduced.

Pivotal programmes include professional, vocational, technical and academic learning programmes that result in occupational qualifications. SETAs may, subject to certain conditions fund experiential training providers (employer) to a maximum of 10% of total levies paid. However, if an experiential training providers (employer) had spent more than 3% of their payroll on training, then a SETA may allocate additional pivotal funding. Unclaimed—within a specified time period—mandatory grants, must be transferred to the pivotal grant fund of SETAs.

### 7.3 Experiential learning providers

Defined in the [Policy: Experiential Learning](#) to mean “*a host organisation that receives students and provides services and resources to promote a student’s learning*”. They provide the actual work environment, experience, supervision, support and coordination of student learning.

### 7.4 Mentors

Defined in the [Policy: Experiential Learning](#) to mean “*a suitably qualified, experienced (preferably professionally registered) person at a host [experiential learning provider] organisation who will supervise and mentor the student for the duration of the WIL module*”. Such experienced professionals are given the responsibility to mentor the student and play

a very important role in a particular community of practice.

# MEMORANDUM OF UNDERTAKING

This Work-integrated Learning Undertaking is entered into between:



## UNIVERSITY OF SOUTH AFRICA

A legal entity established as a Public Provider of Higher Education  
in terms of section 20, read with section 23(3)(a)  
of the Higher Education Act 101 of 1997, as amended

Hereinafter referred to as **UNISA**

Herein duly represented by \*insert name of Executive Dean\*

in her/his capacity as Executive Dean

of the College .....

and herein duly represented by .....

in her/his capacity as Director of the School .....

and

.....

(Name of the organisation)

hereinafter referred to as the **Experiential Learning Provider**

duly represented, by.....

in her/his capacity as.....

and

Branch/es and or subsidiary organisations:

Branch/subsidiary name:

Contact person:

.....  
.....  
.....  
.....  
.....  
.....

Hereinafter jointly referred to as the parties

## 1. Definitions

In this undertaking, unless the context otherwise indicates:

- 1.1 **Work-integrated learning** means (in accordance to Unisa's 24 June 2011 Council approved Experiential Learning Policy) educational activities that integrate theory and practice in work-based contexts. These learning activities are assessed by the university and contribute to exit-level outcomes of a qualification.
- 1.2 **Experiential Learning Provider** means an organisation that serves as *host* to a Unisa student with regard to prerequisite work-integrated learning. Unisa, as higher education institution, is dependent upon commerce; industry; central, provincial and local government; non-profit organisations and community settings to provide the students of specified academic programmes with the relevant real-life experiences in order to complete certain prerequisite WIL outcomes.
- 1.3 **Mentor** means the individual to whom the Unisa student is assigned for her/his work-integrated learning. This person normally serves as workplace mentor that helps the student to recognise her/his strengths and weaknesses in his/her work; develop existing and new abilities, and to gain knowledge of work practices.
- 1.4 **Work-integrated learning outcomes** means learning outcomes determined during the curriculum development process, through an analysis of the vocational context, and translated into WIL learning guidelines for the student, guidelines for the workplace mentor and monitoring criteria. The learning requirements may include any one or more of assignments, reports, log books, journals, portfolios, projects or other, as specified for the module / subject.

## 2. The Experiential Learning Provider

- 2.1 In the case where the **Experiential Learning Provider** is the student's current employer, the existing employee-employer relationship is not affected by this undertaking.
- 2.2 Subject to clause 2.1, and with regard to all students, the following rights of the Experiential Learning Provider apply:
  - 2.2.1 to select one or more students in terms of organisational capacity to provide relevant work-integrated learning;
  - 2.2.2 to specify the hours of presence of the student(s) and at which working site, in order for the relevant work-integrated learning to take place;
  - 2.2.3 to expect productive work from the student(s), as per this learning undertaking;
  - 2.2.4 to ensure that the student adheres to reasonable instructions and complies to standard operating and/or health and safety procedures;
  - 2.2.5 to discipline the student, in accordance with organisational procedures and acceptable standards; and

2.2.6 to ensure non-disclosure by the student of confidential or sensitive matters.

2.3 The **Experiential Learning Provider** undertakes:

2.3.1 to appoint a Mentor with regard to the agreed work-integrated learning of the student(s);

2.3.2 to provide thorough induction and orientation to the student(s) with regard to the relevant organisational policies, operations and procedures, including occupational health and safety;

2.3.3 to ensure a safe work environment, which complies with the relevant occupational, health and safety conditions; and to provide the necessary safety equipment and clothing;

2.3.4 to provide the student(s) with the relevant learning environment and facilities to enable accomplishment of the relevant work-integrated learning outcomes, as specified by Unisa;

2.3.5 to ensure mentoring, which will enable the student(s) to recognise strengths and weaknesses in his/her/their work, to develop existing and new abilities, and to gain knowledge of work practices;

2.3.6 to assess the performance and the quality of the work-integrated learning evidence of the student(s);

2.3.7 to verify the work-integrated learning records of the student(s);

2.3.8 to allow reasonable access to Unisa to assess the progress and content of the work-integrated learning of the student(s); and

2.3.9 to inform Unisa of any problems experienced and/or recommended changes.

### 3. The Student

3.1 Ultimately, the Student is responsible to ensure s/he completes the prerequisite WIL requirements. In this endeavour and with regard to this learning undertaking, the rights of the Student are:

3.1.1 not to be exploited by the Experiential Learning Provider;

3.1.2 to be provided an adequate work-integrated learning environment, reasonable access to facilities and to be mentored;

3.1.3 to be provided with personal protective equipment and to receive work-integrated learning in respect of the use and limitation thereof;

3.1.4 to raise grievances in accordance with the Experiential Learning Provider's procedures; and

- 3.1.5 to fair and objective assessment of the work-integrated learning offered at the Experiential Learning Provider.
- 3.2 The Student undertakes:
  - 3.2.1 to apply her/himself diligently to her/his work-integrated learning;
  - 3.2.2 to render productive work, as it relates to this work-integrated learning undertaking;
  - 3.2.3 to self-manage her/his progress, timeous completion and quality of work-integrated learning evidence;
  - 3.2.4 to present work-integrated learning reports and/or logbooks to the Mentor, for assessment and verification;
  - 3.2.5 to submit the required work-integrated learning evidence in good time to Unisa for evaluation;
  - 3.2.6 not to represent an interest which competes or conflicts with that of the Experiential Learning Provider; and
  - 3.2.7 not to take part in any labour dispute activities, unless entitled thereto through a formal employment relationship between the Student and the Experiential Learning Provider

#### **4. UNISA**

- 4.1 Unisa ultimately remains responsible for verifying the attainment of the predetermined WIL outcomes by individual students.
- 4.2 To this end, the rights of Unisa include:
  - 4.2.1 to enter into undertakings such as this one, in order to ensure delivery of competent graduates; and
  - 4.2.2 to make use of independent contractors to facilitate placement of students and/or monitoring the prerequisite WIL of students at suitable Experiential Learning Providers.
- 4.3 Unisa undertakes to provide the Students with:
  - 4.3.1 Work-integrated learning materials, frameworks and guidelines to facilitate the required learning and the production of evidence of such work-integrated learning, e.g. portfolio guidelines or project specifications; and
  - 4.3.2 documents to record the work-integrated learning acquired /completed, e.g. logbooks.
- 4.4 Unisa undertakes to present the Experiential Learning Provider with:

- 4.4.1 the learning specifications and outcomes with regard to the required work-integrated learning; and
- 4.4.2 guidelines for workplace mentoring.

**5. Term**

- 5.1 The undertaking will commence on \_\_\_\_\_ 20 \_\_ and terminate on \_\_\_\_\_ 20 \_\_.
- 5.2 Notwithstanding the provisions of this Undertaking, a party may during the currency of this Undertaking, terminate the Undertaking by giving one month's written notice to all the other parties.

**6. Qualifications**

The Experiential Learning Provider is hereby authorised to offer the work-integrated learning services and support the Student in the courses to be listed in an annexure, as amended by the parties from time to time and shall be attached to this undertaking as **Annexure "A"**.

**7. Monitoring Committee**

- 7.1 A Monitoring Committee shall be established to monitor the implementation of this undertaking.
- 7.2 The Monitoring Committee shall deal with all problems and queries arising from the implementation of this undertaking in so far as it is able.
- 7.3 The Monitoring Committee shall comprise nominees of each party and shall elect from its members a secretary and chairperson.
- 7.4 The Monitoring Committee shall meet as and when necessary for the purposes envisaged in this undertaking, at a date, time and venue reasonably agreed upon by the parties.
- 7.5 The parties shall attend meetings of the Monitoring Committee at own expense.

**8 Appointment of a Mentor**

- 8.1 The Experiential Learning Provider shall at own cost and risk provide Mentors to render the training services and support in terms of this undertaking.
- 8.2 The Experiential Learning Provider shall, at the request of UNISA, provide timeously a list of Mentors to UNISA together with any further information required by UNISA.
- 8.3 UNISA shall incur liability subject and limited to the provisions of Unisa's liability insurance policy, with regard to any or all claims arising out of the appointment of the Mentors and/or the provision of services in terms of this undertaking.
- 8.4 The Mentors shall:

8.4.1 be suitably qualified and experienced; and

8.4.2 be selected and appointed in participation with UNISA.

**9. Intellectual Property Rights**

It is acknowledged and accepted by the parties that should they, in the performance of duties, generate any work or creation, irrespective of the form or format thereof which by its nature is capable of assuming intellectual property rights, then the intellectual property rights shall vest in UNISA, subject to the provisions of the Intellectual Property Rights from Publicly Financed Research and Development Act no 51 of 2008.

**10. Validity/Severability**

In the event that any of the terms of this undertaking are found to be invalid, unlawful or unenforceable, such terms shall be severable for the remaining terms, which shall continue to be valid and enforceable. Any invalid term is capable of amendment to render it valid if the parties agree to negotiate an amendment to remove the invalidity.

**11. South African Law**

This undertaking or the interpretation of any of the clauses of this undertaking shall be governed in accordance with the laws of South Africa.

**12. Cession, Delegation or Assignment**

The Parties shall not be entitled to cede, delegate, sub-contract or transfer any of its rights and obligations in terms of this Undertaking to any person, unless the prior written consent of all the other parties have been obtained.

**13. General**

13.1 This undertaking constitutes the entire undertaking between the parties who acknowledge that there are no other oral or written understandings or undertakings between them relating to the subject matter of this undertaking.

13.2 No amendment or consensual cancellation of this undertaking, provision or term thereof or of any undertaking, bill of exchange or other document issued or executed pursuant to or in terms of this undertaking and no settlement of any disputes arising under this undertaking and no extension of time waiver or relaxation or suspension of any of the provisions or terms of this undertaking or of any undertaking, bill of exchange or other document issued pursuant to or in terms of this undertaking shall be binding unless recorded in a written document signed by the parties.

SIGNED AT \_\_\_\_\_ ON THIS \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_\_\_.

**AS WITNESSES:**

\_\_\_\_\_

\_\_\_\_\_ **for UNISA (Main signatory)**

\_\_\_\_\_

\_\_\_\_\_ **for UNISA (Co-signatory)**

**SIGNED AT \_\_\_\_\_ ON THIS \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_ .**

**AS WITNESSES:**

\_\_\_\_\_

\_\_\_\_\_ **Experiential Learning Provider**

\_\_\_\_\_

\_\_\_\_\_ **NAME IN FULL OF DULY AUTHORIZED REPRESENTATIVE**

---

**Annexure "A"**

Name/s of module/s: .....

Code/s of module/s: .....

Name of the qualification: .....

## MEMORANDUM OF AGREEMENT

This Work-integrated Learning Agreement is entered into between:



### UNIVERSITY OF SOUTH AFRICA

A legal entity established as a Public Provider of Higher Education  
in terms of section 20, read with section 23(3)(a)  
of the Higher Education Act 101 of 1997, as amended

Hereinafter referred to as **UNISA**

Herein duly represented by \*insert name of Executive Dean\*  
in her/his capacity as Executive Dean

of the College .....

and herein duly represented by .....

in her/his capacity as Director of the School .....

and

.....

(Name of the organisation)

hereinafter referred to as the **Experiential Learning Provider**

duly represented, by.....

in her/his capacity as.....

and

.....

(Title, surname & initials)

hereinafter referred to as the **Mentor**

and

.....

(Surname, initials and student number)

hereinafter referred to as the **Student**

The student, which is required to undergo prerequisite WIL  
as part of her/his studies towards a UNISA qualification

Hereinafter jointly referred to as the parties

## 1. Definitions

In this agreement, unless the context otherwise indicates:

- 1.5 **Work-integrated learning** means (in accordance to Unisa's 24 June 2011 Council approved Policy: Experiential Learning) educational activities that integrate theory and practice in work-based contexts. These learning activities are assessed by the university and contribute to exit-level outcomes of a qualification.
- 1.6 **Experiential Learning Provider** means an organisation that serves as *host* to a Unisa student with regard to prerequisite work-integrated learning. Unisa, as higher education institution, is dependent upon commerce; industry; central, provincial and local government; non-profit organisations and community settings to provide the students of specified academic programmes with the relevant real-life experiences in order to complete certain prerequisite WIL outcomes.
- 1.7 **Mentor** means the individual to whom the Unisa student is assigned for her/his work-integrated learning. This person normally serves as workplace mentor that helps the student to recognise her/his strengths and weaknesses in his/her work; develop existing and new abilities, and to gain knowledge of work practices.
- 1.8 **Work-integrated learning outcomes** means learning outcomes determined during the curriculum development process, through an analysis of the vocational context, and translated into WIL learning guidelines for the student, guidelines for the workplace mentor and monitoring criteria. The learning requirements may include any one or more of assignments, reports, log books, journals, portfolios, projects or other, as specified for the module / subject.

## 3. The Experiential Learning Provider

- 2.1 In the case where the **Experiential Learning Provider** is the student's current employer, the existing employee-employer relationship is not affected by this agreement.
- 2.2 Subject to clause 2.1, and with regard to all students, the following rights of the Experiential Learning Provider apply:
  - 2.2.1 to select one or more students in terms of organisational capacity to provide relevant work-integrated learning;
  - 2.2.2 to specify the hours of presence of the student(s) and at which working site, in order for the relevant work-integrated learning to take place;
  - 2.2.3 to expect productive work from the student(s), as per this learning agreement;
  - 2.2.4 to ensure that the student adheres to reasonable instructions and complies to standard operating and/or health and safety procedures;
  - 2.2.5 to discipline the student, in accordance with organisational procedures and acceptable standards; and

- 2.2.6 to ensure non-disclosure by the student of confidential or sensitive matters.
- 2.3 The Experiential Learning Provider undertakes:
  - 2.3.10 to appoint a Mentor with regard to the agreed work-integrated learning of the student(s);
  - 2.3.11 to provide thorough induction and orientation to the student(s) with regard to the relevant organisational policies, operations and procedures, including occupational health and safety;
  - 2.3.12 to ensure a safe work environment, which complies with the relevant occupational, health and safety conditions; and to provide the necessary safety equipment and clothing;
  - 2.3.13 to provide the student(s) with the relevant learning environment and facilities to enable accomplishment of the relevant work-integrated learning outcomes, as specified by Unisa;
  - 2.3.14 to ensure mentoring, which will enable the student(s) to recognise strengths and weaknesses in his/her/their work, to develop existing and new abilities, and to gain knowledge of work practices;
  - 2.3.15 to assess the performance and the quality of the work-integrated learning evidence of the student(s);
  - 2.3.16 to verify the work-integrated learning records of the student(s);
  - 2.3.17 to allow reasonable access to Unisa to assess the progress and content of the work-integrated learning of the student(s); and
  - 2.3.18 to inform Unisa of any problems experienced and/or recommended changes.

### **3. The Student**

- 3.1 Ultimately, the Student is responsible to ensure s/he completes the prerequisite WIL requirements. In this endeavour and with regard to this learning agreement, the rights of the Student are:
  - 3.2.8 not to be exploited by the Experiential Learning Provider;
  - 3.2.9 to be provided an adequate work-integrated learning environment, reasonable access to facilities and to be mentored;
  - 3.2.10 to be provided with personal protective equipment and to receive work-integrated learning in respect of the use and limitation thereof;
  - 3.2.11 to raise grievances in accordance with the Experiential Learning Provider's procedures; and

- 3.2.12 to fair and objective assessment of the work-integrated learning offered at the Experiential Learning Provider.
- 3.3 The Student undertakes:
  - 3.3.1 to apply her/himself diligently to her/his work-integrated learning;
  - 3.3.2 to render productive work, as it relates to this work-integrated learning agreement;
  - 3.3.3 to self-manage her/his progress, timeous completion and quality of work-integrated learning evidence;
  - 3.3.4 to present work-integrated learning reports and/or logbooks to the Mentor, for assessment and verification;
  - 3.3.5 to submit the required work-integrated learning evidence in good time to Unisa for evaluation;
  - 3.3.6 not to represent an interest which competes or conflicts with that of the Experiential Learning Provider; and
  - 3.3.7 not to take part in any labour dispute activities, unless entitled thereto through a formal employment relationship between the Student and the Experiential Learning Provider

#### **4. UNISA**

- 4.3 Unisa ultimately remains responsible for verifying the attainment of the predetermined WIL outcomes by individual students.
- 4.4 To this end, the rights of Unisa include:
  - 4.4.1 to enter into agreements such as this one, in order to ensure delivery of competent graduates; and
  - 4.4.2 to make use of independent contractors to facilitate placement of students and/or monitoring the prerequisite WIL of students at suitable Experiential Learning Provider.
- 4.3 Unisa undertakes to provide the Students with:
  - 4.3.3 Work-integrated learning materials, frameworks and guidelines to facilitate the required learning and the production of evidence of such work-integrated learning, e.g. portfolio guidelines or project specifications; and
  - 4.3.4 documents to record the work-integrated learning acquired /completed, e.g. logbooks.
- 4.4 Unisa undertakes to present the Experiential Learning Provider with:

4.4.3 the learning specifications and outcomes with regard to the required work-integrated learning; and

4.4.4 guidelines for workplace mentoring.

## **5. Term**

5.3 The agreement will commence on \_\_\_\_\_ 20 \_\_ and terminate on \_\_\_\_\_ 20 \_\_.

5.4 Notwithstanding the provisions of this Agreement, a party may during the currency of this Agreement, terminate the Agreement by giving one month's written notice to all the other parties.

## **6. Qualifications**

The Experiential Learning Provider is hereby authorised to offer the work-integrated learning services and support the Student in the courses to be listed in an annexure, as amended by the parties from time to time and shall be attached to this agreement as **Annexure "A"**.

## **7. Monitoring Committee**

7.1 A Monitoring Committee shall be established to monitor the implementation of this agreement.

7.2 The Monitoring Committee shall deal with all problems and queries arising from the implementation of this agreement in so far as it is able.

7.3 The Monitoring Committee shall comprise nominees of each party and shall elect from its members a secretary and chairperson.

7.4 The Monitoring Committee shall meet as and when necessary for the purposes envisaged in this agreement, at a date, time and venue reasonably agreed upon by the parties.

7.5 The parties shall attend meetings of the Monitoring Committee at own expense.

## **8 Appointment of a Mentor**

8.1 The Experiential Learning Provider shall at own cost and risk provide Mentors to render the training services and support in terms of this agreement.

8.2 The Experiential Learning Provider shall, at the request of UNISA, provide timeously a list of Mentors to UNISA together with any further information required by UNISA.

8.3 UNISA shall incur liability subject and limited to the provisions of Unisa's liability insurance policy, with regard to any or all claims arising out of the appointment of the Mentors and/or the provision of services in terms of this agreement.

8.4 The Mentors shall:

8.4.1 be suitably qualified and experienced; and

8.4.2 be selected and appointed in participation with UNISA.

## **9. Intellectual Property Rights**

It is acknowledged and accepted by the parties that should they, in the performance of duties, generate any work or creation, irrespective of the form or format thereof which by its nature is capable of assuming intellectual property rights, then the intellectual property rights shall vest in UNISA, subject to the provisions of the Intellectual Property Rights from Publicly Financed Research and Development Act no 51 of 2008.

## **10. Validity/Severability**

In the event that any of the terms of this agreement are found to be invalid, unlawful or unenforceable, such terms shall be severable for the remaining terms, which shall continue to be valid and enforceable. Any invalid term is capable of amendment to render it valid if the parties agree to negotiate an amendment to remove the invalidity.

## **11. South African Law**

This agreement or the interpretation of any of the clauses of this agreement shall be governed in accordance with the laws of South Africa.

## **12. Cession, Delegation or Assignment**

The Parties shall not be entitled to cede, delegate, sub-contract or transfer any of its rights and obligations in terms of this Agreement to any person, unless the prior written consent of all the other parties have been obtained.

## **13. General**

13.1 This agreement constitutes the entire agreement between the parties who acknowledge that there are no other oral or written understandings or agreements between them relating to the subject matter of this agreement.

13.2 No amendment or consensual cancellation of this agreement, provision or term thereof or of any agreement, bill of exchange or other document issued or executed pursuant to or in terms of this agreement and no settlement of any disputes arising under this agreement and no extension of time waiver or relaxation or suspension of any of the provisions or terms of this agreement or of any agreement, bill of exchange or other document issued pursuant to or in terms of this agreement shall be binding unless recorded in a written document signed by the parties.

SIGNED AT \_\_\_\_\_ ON THIS \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_.

AS WITNESSES:

\_\_\_\_\_

\_\_\_\_\_ for UNISA (Main signatory)

\_\_\_\_\_

\_\_\_\_\_ for UNISA (Co-signatory)

SIGNED AT \_\_\_\_\_ ON THIS \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_.

AS WITNESSES:

\_\_\_\_\_

\_\_\_\_\_ Experiential Learning Provider

\_\_\_\_\_

\_\_\_\_\_ NAME IN FULL OF DULY AUTHORIZED REPRESENTATIVE

SIGNED AT \_\_\_\_\_ ON THIS \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_.

AS WITNESSES:

\_\_\_\_\_

\_\_\_\_\_ Mentor

\_\_\_\_\_

\_\_\_\_\_ NAME IN FULL OF DULY AUTHORIZED REPRESENTATIVE

SIGNED AT \_\_\_\_\_ ON THIS \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_.

AS WITNESSES:

\_\_\_\_\_

\_\_\_\_\_ The Student

\_\_\_\_\_

## Annexure A

Name/s of module/s: .....

Code/s of module/s: .....

Name of the qualification: .....