

The work-integrated learning (WIL) context

Synopsis of the DoE ¹ & HEQC ² & ³ imperatives:	Unisa's ODL Policy:	Extracts from Unisa's WIL ⁴ Policy:	WIL overall process illustrated:	Responsibility
Inclusivity ⁵ regarding <u>curriculum design</u> and development, taking into consideration national and regional <u>needs of stakeholders</u>	(4.8.3) Include WIL as planned component for spec. outcomes	(5.1.1) Continuous consultation for each qualification, with adequate representation by vocational community and all stakeholders.	<p>WIL overall process illustrated:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Networking for: <ul style="list-style-type: none"> Curriculum design focussing on vocational community needs Relationship building & marketing of Unisa Advisory mechanisms for continued relevance </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> WIL learning materials for course/subject: <ul style="list-style-type: none"> Orientation and facilitation of learning by experience Guidelines for workplace mentoring Documenting of evidence and specifications of what to submit for summative assessment Monitoring guidelines for formative </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Securing willing organisations to host Unisa students for prerequisite WIL Facilitate placements and contracting of the learning of students </div> <div style="border: 1px solid black; padding: 5px;"> Mentoring, follow-up with hosts, monitoring of progress of students and summative assessment </div> <p style="font-size: small; margin-top: 10px;">Adapted diagram from p. 23 of International Handbook for Cooperative Education, Coll RK & Eames C, 2004.</p>	Academics Stakeholders DCLD helps
An <u>obligation to place students</u> where work-integrated learning is part of the curriculum of the qualification.	(4.16.6) Regional offices will assist with placements of students for WIL.	(5.5.1) Unisa will make sufficient regional staff available to build partnerships with commerce, industry and governmental organisations to secure positions for students for WIL.		<u>Regional:</u> <ul style="list-style-type: none"> RDs DDs: LF&ICT Heads:FoL
Effective <u>management and coordination</u> , with responsibilities and lines of accountability clearly allocated.	(4.6.2-3) Prepare for entry into world of work.	(4) WIL section of TSDL; (3-5 th bullet) marketing as element of corporate branding; (5.2) DCLD help academics; (5.4) BCCAD life & employability skills, etc.		DVC-VP: LS &SA ED: LS D: TSDL WIL section
Adequate <u>infrastructure</u> provided.	(4.16.1) Sufficient			Regional staff as per academic guidelines
<u>Learning contracts or agreements</u> , clarifying the objectives and outcomes of the learning process, as well as the roles and responsibilities of the institution, students, mentors and employers involved.	(4.4) Student placed in centre of entire learning process.	(5.7.1) Unisa will try to contract the WIL of individual students. These learning contracts will clarify the roles and responsibilities of the various parties, i.e. the institution, students, mentors and employers.		Academic staff via guidelines & accreditation
<u>Mentoring</u> that enables the student to recognise strengths and weaknesses; to develop existing and new abilities; and to gain knowledge of work practices.	(4.11.1) Diverse need of students.	(5.7.2) Unisa strives to appoint suitably qualified and experienced workplace mentors and training to meet this HEQC's imperative.		Academic staff & regions
Regular and <u>effective communication</u> between the various parties involved.	(4.11.5) Enhances communication	(5.1.2) Advisory structure and processes will ensure continued programme/qualification relevance.		Collaboration between academics (final resp.)& regional staff
Regular and systematic recording and <u>monitoring of progress</u> of the student's learning experience.	(4.1.5) Reflective practice	(5.8.1-4) Monitoring of progress and of attainment of outcomes by practitioners from occupational field doing <i>in situ</i> visits. Academics give guidelines (5.2), select monitors & assessment resp.		
<u>Academic as well as workplace based assessment</u> .	(4.13)			

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¹ The *Higher Education Qualifications Framework* (HEQF), Department of Education Government Notice No 928, gazetted (No. 30353) 5 October 2007 as policy in terms of the Higher Education Act, p. 9

² South Africa. (2004). Council for Higher Education, Higher Education Quality Committee. *Criteria for Programme Accreditation*. Pretoria. Electronically available from: http://www.che.ac.za/documents/d000084/CHE_accreditation_criteria_Nov2004.pdf

³ South Africa. (2004). Council for Higher Education, Higher Education Quality Committee. *Criteria for Institutional Audits*. Pretoria: Compress. Electronically available from: http://www.che.ac.za/documents/d000061/CHE_Institutional-Audit-Criteria_June2004.pdf

⁴ Approved 18 May 2005 by Senate and 29 July 2005 by Council

⁵ Nkomo, M. (2000). *The National Qualifications Framework and Curriculum Development*. Pretoria: South African Qualifications Authority. Electronically available from: http://www.sqaq.org.za/structure/nqf/docs/curriculum_dev.pdf