INSTITUTIONAL POLICY ON WORK INTEGRATED LEARNING (WIL)

AND ASSESSMENT

Policy Owner	Board of The APA
Responsibility	Quality Commissioner and Quality Committee
Status	Approved
Dates of amendments	2018
Review date	2023

1. Rationale

Work-integrated learning (WIL) forms an integral and important part of certain academic programmes and/or certain subjects. WIL refers to an educational approach that aligns academic and workplace practises for the mutual benefit for students and workplaces. It focuses on the application of theory in an authentic, work base context (Government Gazette 7 July 2014). WIL is used as an umbrella term to describe curricular, pedagogic and assessment practices, across a range of academic disciplines that integrate formal learning and workplace concerns (WIL, Good Practice Guide, CHE, August 2011).

WIL must provide the opportunity for students to enhance student learning and to test the knowledge obtained. Studies and research are being supported and put to the test by practical experience in the workplace.

2. Relevant Concepts

Experiential learning (EL) is an umbrella-term to describe circular, pedagogic, and assessment practises across the range of academic learning integrating formal learning and workplace concerns as well as concepts in a process of making meaning from direct experience. EL focus on the learning process for the learner (WIL, Good Practice Guide, CHE, August 2011).

Practicum is a period of work that provides the student with the opportunity for practical experience in the real world as part of an academic programme.

Problem-based learning (PBBL) is the structured exploration of a research or practice-based problem. Students work in small self-directed groups to define, carry out and reflect upon a given task based on a "real-life problem". A lecturer acts as problem solving coordinator ensuring that students have access to resources needed to solve the problem. An inter-disciplinary team design and structure the problem and direct student to thr desired outcomes and objectives of the learning experience.

Project Based Learning (PJBL) combines PBBL and WPL bringing together intellectual enquiry into real life problems. Project work is generally understood to facilitate students' understanding of essential concepts and practical skills ((WIL, Good Practice Guide, CHE, August 2011). Well crafted and designed projects should engage students in a meaningful and authentic learning context involving students in complex real-world problems that do not have a standard or predetermined solution.

Simulated learning is learning through the simulation or imitation of the real world in the learning process.

Site visit is the visit in official capacity by an academic staff member to evaluate a site for its suitability for student learning.

Work-based learning (WBL) can be best described by "learning for, at or through work" (Brennan & Little, 1996 in CHE, August 2012). WBL involves the acquisition of work related knowledge and skills in both the workplace and the academic institution with the formal and/or informal involvement of employers.

Work-integrated learning (WIL) is an integration of theory and practice in student learning through a wide range of WIL approaches in a circular curricular, pedagogical and assessment process.

3. Goals with WIL

The following goals are underlying the policy and practice whereby experiential learning must be:

- **A practical experience**

It is important that experiential learning must provide the opportunity for students to test the knowledge obtained contributing to realistic expectations and perceptions of the working environment.

- **Controlled experience**

It is important that WIL learning must be under supervision and in close contact with the Institution as well as the working environment.

- **Reflective experience**

It is important that WIL includes reflection of experiences and data to strengthen correct concepts, theories and experiences and to adjust and correct wrong perceptions, theories and uncomfortable experiences.

- **Problem solving orientation**

Students should be empowered to solve a variety of problems. Therefore WIL help students to be able to analyse a problem to determine the core and other relevant aspects of a problem and then to integrate information from all disciplines that might be related to understand and resolve a problem.

- **An educational experience**

Education can broadly be defined as an inclusive cognitive process whereby HE knowledge and/or skills are obtained through learning. Experiential learning therefore is an educational experience from the work and the world to enrich the learning process to its full capacity. Students must acquire techniques and skills which are essential for the workplace

4. Implementation

- WIL is planned, organized and coordinated by the head of the relevant department and a departmental WIL committee, in accordance with the Institutional policy on WIL.

- Students have to do practical work in a work place environment. They have to get experience in all practical aspects of a discipline covered in a programme.

5. Curriculum planning

WIL must be planned in alignment with the curriculum to ensure WIL activities and assessment alignment with course outcomes. WIL curricula require engagement with the following:
- The nature and current state of knowledge in the discipline;
- The nature and current state of professional practice;
- Philosophies of education, theories of teaching and learning and educational research findings relevant to the specific discipline.
- The role and forms of assessment and feedback;
- Students' characteristics and learning needs, interests and abilities;
- The practical, ideological and policy context of the academic department, institution and higher education system; and
- The practical, ideological and policy context of the profession.

6. Teaching and Learning in WIL curricula

The institution offers programmes with WIL on NQF levels 5 – 8 with the following possibilities for WIL:
- action learning,
- cooperative education,
- experiential learning,
- inquiry learning,
- inter-professional learning,
- practicum placements,

- problem-based learning,
- project base learning,
- service learning,
- team bases learning,
- virtual or simulated WIL,
- work base (place) learning, and
- work experience.

7. Assessment and/or monitoring

Assessment and/or monitoring of WIL are based on the same principles of all institutional assessment practises as set out in the Institutional Assessment Policy such as that assessment should be appropriate fair, transparent, formative, summative, continuous, valid, authentic and consistent.

Summative assessment can be either internal (conducted by a member of the institution), or external (a contracted member of another institution).

Assessment of WIL, must be described by the SOP of each Department according to the WIL procedures and requirements as per programme. This will also include guidelines for implementation of WIL, teaching and learning details as well as curriculum planning in WIL.

7.1 WBL

is done by the following:
- Formal and informal formative assessment;
- Questionnaires, completed by mentors, supervisors such as church leadership or mentor teachers.
- Information sheets, to be completed by students and/or supervisors.
- Mentors' reports.
- Facebook and blogs
- Short courses

Reports of students must be placed in a portfolio for control of fulfilment of conditions of work-integrated learning and obtaining the degree.

7.2 WIL

Is done:
- Portfolios
- Student generated video material
- Logbooks
- Reports
- Questionnaires
- Information sheets
- Short Courses

8. Partnerships for WIL

WIL builds partnerships between the workplace and the academic institution with a relationship between the academic curriculum and workplace knowledge. Therefore, WIL cannot occur without partnerships who represent the different knowledge fields. The effectiveness of WIL is dependent on the commitment between academic and professional partners. In WIL there are partners who are internal to the Institution as well as external partners with whom agreements are drawn up **(Annexure 1)**

8.1 Approval of partnerships and sites
Partnerships as well as sites must be approved with proper agreements and where possible or necessary, after site visits are conducted

8.2 Partnerships for problem-based learning
However, problem-based learning is largely classroom-based, it is not only limited to classroom situations. Internal partners must ensure:
- That problems, scenarios or case studies must have enough relevant content and skills with required outcomes,
- That the problem is appropriate for the level of the students;
- Include assessment criteria;
- Formative feedback;
- The problem has an appropriate time scale, facilities and resources.

8.3 Partnerships for project-based learning
Project-based learning has the potential for advanced student learning and for solving "real life" problems in the workplace. PJBL is appropriate for more senior students where the students take on a professional identity, the academic teacher plays the role of the consultant and the external partners must support and encourage students to solve the problem, provide them with sufficient orientation, arrange adequate time for them to work on the problem and consult with academics as well as assistance with the final product and assessment.

8.4 Partnerships for workplace learning
The key element for WPL/WBL is the fact that each student should have an academic as well as a workplace supervisor.

The academic partner:
- Set up the learning outcomes;
- Establish lines of communication between partners and the student;
- Assist the student in developing their self-learning skills
- Help resolving conflicts
- Assessing the students' workplace performance;
- Monitoring workplace issues including performance of the workplace supervisor;
- Assisting the students helping to reach their personal goals.

The external partner
- Orientate the student into the organization;
- Support the student in setting clear and realistic objectives for the relevant learning outcomes;
- Monitoring the students' workplace performance;
- Identifying deficiencies and organizing relevant learning and/or training opportunities.
- Assist with the report and/or assessment practices.

8.5 Partnerships for WIL
The managing task of WIL must be largely done by academic teachers through a WIL committee in each programme with WIL.
The role of the academic(s) or WIL committee is to
- Set up, manage and maintain WIL structures;
- Liaise, communicate and build relationships with workplace partners;
- Monitor WIL implementation;
- Analyse and interpret data on the implementation of WIL;
- Communicate WIL findings to the relevant structures,
- Maintain WIL database;
- Review and evaluate WIL initiatives.

The external/professional partner
- Orientate the student into the organization;
- Support the student in setting clear and realistic objectives for the relevant learning outcomes;

- Monitoring the students' workplace performance;
- Arrange adequate time for them to work on goals, tasks and outcomes;
- Consult with academics as well as assistance with the final product and reports and/or assessment.
- Identifying deficiencies and organizing relevant learning and/or training opportunities

9. Conclusion

By way of conclusion it can be emphasized and stipulated that the WBL of this degree must empower students to be prepared in the best possible way take up a professional occupation in society and be able to make an occupational contribution.

DIE AFRIKAANSE PROTESTANTSE AKADEMIE NPC

Registration number: 2002/031756/08

Registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997
Registration Certificate No. 1999/HE08/001

"Ou spore - Nuwe weë"

KONTRAK TEN OPSIGTE VAN
WERKGEÏNTEGREERDE LEER (WIL) OF WERKPLEKLEER (WPL)
TUSSEN (WERKPLEK)

………………………………………………………………………………………………..
(DIE INSTANSIE)
EN

DIE AFRIKAANSE PROTESTANTSE AKADEMIE NPC
(DIE INSTELLING)
EN

………………………………………………………………………………………………..
(Hierna verwys as die kandidaat)

1. Hiermee kom die bogenoemde partye ooreen dat ....
    as student diens sal verrig by ………………….. .... as
    deel van die vereistes voorgeskryf deur *Die Afrikaanse Protestantse Akademie* vir die
    verwerwing van die toepaslike graad of diploma soos geakkrediteer.

2. Dit word van die kandidaat verwag om 'n minimum van 40 uur per week vir die tydperk te
    werk.

3. Die student sal vir 'n typerk van ………………………………………….., soos bepaal deur
    die akkreditasie van die program, WIL ondergaan.

4. Die kandidaat sal verantwoordelik wees vir spesifieke take en uitkomste soos per
    begeleidende inligtingstuk van die APA en toepaslike akademiese departement bepaal.

5. Daar word volgens ooreenkoms verwag dat die student onder toesig en met die nodige
    begeleiding sal werk.

6. Die persoon verantwoordelik by die instansie onder wie se toesig die student die WIL sal
    doen, is ....

7. Die instansie onderneem om alle vereistes ten opsigte van die WIL soos per akkreditasie van
    die program te eerbiedig en ondersteuning te verleen ten opsigte van assesering soos per
    program en per akkreditasie vereis.

9. Die instansie (plek) waar WIL plaasvind, word hiermee as gekeur en goedgekeur beskou
    volgens vereistes soos deur die program bepaal.

HIERDIE OOREENKOMS IS

GETEKEN TE .... OP HIERDIE ....DAG VAN .... 2018.

PROGRAMKOÖRDINEERDER: ....

KANDIDAAT: ....

NAMENS DIE INSTANSIE: ………………………………………………………………

REGISTRATEUR: ……………………………………………………………………….