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A FRAMEWORK FOR PROVIDING WORK-INTEGRATED LEARNING IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES

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ACRONYMS

COIDA	Compensation for Occupational Injuries and Diseases Act
DHET	Department of Higher Education and Training
DoL	Department of Labour
HEI	Higher Education Institution
HoD	Head of Department
MoU	Memorandum of Understanding
NCV	National Certificate (Vocational)
NGO	Non-governmental organisation
NQF	National Qualifications Framework
NSDS	National Skills Development Strategy
PIVOTAL	Professional, Vocational, Technical and Academic Learning
PPE	Personal protective equipment
QCTO	Qualification Council for Trades and Occupations
SETA	Sector Education and Training Authority
SSS	Student Support Services
TVET	Technical and Vocational Education and Training
UoT	University of Technology
WBE	Workplace-based experience
WE	Workplace exposure
WIL	Work-integrated learning

DIRECTOR GENERAL'S FORWARD

Technical and Vocational Education and Training (TVET) colleges are a central component of South Africa's skills development system. They provide vocational and occupational training programmes to prepare students for employment or for higher education.

Work-integrated learning (WIL) should be a core strategy of college programmes, affording students the opportunity to apply in a real workplace the knowledge and skills they have learned at college and thereby improve both their technical competence and their employability.

This framework is aimed at developing a common understanding of WIL in public and private TVET colleges and establishing standards for its provision within vocational and occupational training programmes. TVET colleges are expected to incorporate WIL into these programmes and manage its implementation as part of their core business. To do so, each college must develop a WIL policy and plan in line with the requirements and guidelines outlined in this framework.

Central to the delivery of WIL by colleges are the recruitment of host employers and the development of relationships with them. WIL cannot be implemented without the on-going support of employers, so colleges need to build strong and mutually-beneficial partnerships with local employers to ensure the long-term sustainability of WIL.

This framework will guide TVET colleges in developing a systematic and coordinated approach to WIL. It may also be informative and useful to employers, SETAs and others with a stake or interest in the TVET sector and WIL.

Signature
Name
Date

1. OVERVIEW

1.1. Introduction

Work-integrated learning (WIL) is an umbrella term for any purposefully-designed learning programme that integrates theoretical knowledge with authentic practice in the workplace. The purpose of WIL is to improve employability and develop competence, i.e. the ability to apply knowledge and skills to the demands of the workplace.

Internationally, WIL is used as a core strategy for technical, vocational, occupational and professional education and training. It involves a combination of structured learning (which generally takes place in a classroom) and real work. WIL programmes typically include instruction in trade-theory or professional knowledge, 'sheltered' practical training and 'real-world' workplace experience.

This document provides a framework for the implementation of the **workplace-based component** of WIL programmes in **technical and vocational education and training (TVET) colleges**. The implications for college management of implementing WIL as an essential component of college programmes have not previously been clearly highlighted in curriculum or policy documents.

1.2. Purpose of this Document

This document aims to set out guidelines for the workplace-based component of college programmes and a standard approach to managing them. Its focus is on the core programmes in public TVET colleges – namely, the National Certificate (Vocational), or NC(V), and Report 191 N4-6 programmes.

Specifically, this document aims to:

- Clarify the concept of WIL within college programmes and regulations
- Define key concepts associated with WIL provision
- Set out the main requirements for WIL in TVET colleges
- Provide guiding principles for implementing WIL in college programmes
- Outline a four-phase process for implementing WIL
- Identify key issues to be managed
- Clarify roles and responsibilities in the implementation of WIL by colleges
- Suggest ways of funding WIL within college programmes

The framework was developed for public and private TVET colleges but is also of relevance to employers, SETAs and others involved in the TVET sector or WIL.

1.3. Target Audience

This document is aimed primarily at managerial, academic, WIL and student support staff in public TVET colleges, who are responsible for implementing WIL.

To a lesser extent, it also addresses other parties – such as employers, SETAs, funding agencies and labour organisations – whose involvement and support enable WIL to be provided as a component of college programmes.

1.4. The Policy Context

The 2013 “*White Paper on Building an Expanded, Effective and Integrated Post-School System*” emphasises the centrality of WIL to all vocational and occupational education and training in colleges. It states that:

- “Since the main purpose of the TVET colleges is to prepare students for the workplace, it is essential that they develop and maintain close working relationships with employers in their areas. Close partnerships between colleges and employers can assist the colleges in locating workplace opportunities for students who need practical experience.”
- Work-integrated learning (WIL) should be a central component of the college programmes... The extent to which students are able to get placements in the workplace will be used as an important indicator for assessing the performance of the management of institutions. The DHET will place a high priority on the colleges achieving regularly increasing levels of workplace placements for students, and will expect colleges that have problems in this regard to seek assistance from both the Department and the SETAs. This will serve to ensure that work-integrated learning is taken very seriously.”

Government policy documents prior to the *White Paper* also emphasised WIL in public skills development programmes. The *National Skills Development Strategy for 2011-2016* (NSDS III), the *National Development Plan*, the *National Skills Accord* and the *Green Paper for Post-School Education and Training* all describe WIL as essential to high-quality vocational and occupational education and training.

The *NSDS III* and the *National Skills Accord* in particular highlighted the importance of WIL. For example, *NSDS III* noted that

“Workplace learning should be an integral part of all vocational programmes. Establishing effective partnerships between education and training systems and employers to provide for workplace training would ensure that skills have real labour market relevance and that young people gain an early appreciation of and exposure to the world of work.”

The *National Development Plan* emphasises the importance of workplace-based training in job creation and the need for FET colleges to become preferred institutions for vocational education and training. It also stresses the role of SETAs in supporting the development of relationships between educational institutions and employers.

The *National Skills Accord* committed its signatories – government, organised business, organised labour and civil society – to greatly expanding the numbers of apprenticeships, internships, workplace-based experience for college students and other opportunities for WIL within industry. This commitment is captured as the second of eight commitments as follows:

“Commitment Two: To make internship and placement opportunities available within workplaces

Companies will annually make 12 000 placements/internship spaces available for students who complete their certificates at FET Colleges, 5 000 internships for 3rd year students at Universities of Technology who need the work experience as part of their qualifications, and opportunities for training exposure in a work environment for at least 16 000 lecturers at FET Colleges. This will be phased in, with 20% of the target to be achieved in 2011, 50% in 2012 and 100% from 2013.”

The provision of WIL is not only directly supported by government policy, its implementation forms part of the Minister of Higher Education and Training’s delivery agreement. This is guided by outcome 5, *a skilled and capable workforce to support an inclusive growth path*, of the government’s 12 outcome performance monitoring and evaluation framework. The Minister has committed to 5 outputs in his agreement and output 3, *access to occupationally directed programmes*, is directly related to WIL at TVET colleges. The fourth indicator of this output

reads: % placement rate of learnerships, apprenticeships, and NC(V) students into workplace experience: 70% by 2014.

As a result, since 2012, the provision of WIL has been a key performance area for public TVET colleges. The Department of Higher Education and Training's (DHET) *Monitoring and Evaluation: Quarterly Reporting Guidelines for Data Collection and Capturing* requires colleges to report on their placement of:

- students in learnerships and apprenticeships
- N6 graduates in internships
- NC(V) and report 191 students in workplace-based experience
- lecturers in workplace exposure

These are all forms of WIL that are closely connected to the colleges' core teaching and learning programmes.

1.5. Why Integrate Work and Learning?

Work-integrated learning combines teaching and learning inside and outside the workplace in a structured, coherent programme. It typically includes the study of work-related theory in an education and training institution, application of newly-acquired knowledge to practical tasks in a sheltered environment (such as a college workshop or company training centre) and, finally, a series of increasingly more difficult tasks in a 'real-world' workplace.

The advantages of training people in the workplace are obvious. Such training:

- Has high validity because it occurs through current industry practice, on up-to-date equipment, under standard operating conditions, alongside experienced workers who understand the working environment
- Promotes the integrated, simultaneous acquisition of both 'hard' (i.e. technical) and 'soft' (i.e. social and interpersonal) skills in a real-world environment
- Is cost-effective and sustainable because it is productive for the employer

However, not all education and training can or should be done on-the-job because:

- Foundational knowledge and vocational theory may be better learned away from the intrusive demands of work in an office or factory
- A single workplace may not offer opportunities to develop the full range of knowledge and skills required by an occupation
- Without a level of supervision that is impractical in many workplaces, a trainee may acquire bad work-habits early on that are difficult to remedy later; better to start off 'slow but right' and gradually work up to the level and pace demanded by real-world work
- Where equipment is expensive or the workplace hazardous, inexperienced workers may require lengthy periods of preparation, familiarisation and close supervision in a safe environment before commencing 'real' work
- Teaching some skills to groups of learners in a dedicated education and training institution can offer economies of scale that cannot be duplicated in a workplace or work-process where only one or two learners can be accommodated at a time

Work-integrated learning is designed to get the best of both worlds. It uses institution-based education and training where appropriate and workplace-based practice where possible. It thus brings benefits to the student, the employer and the training institution:

Benefits for students / trainees / learners	<ul style="list-style-type: none"> • Development of an understanding of how work in their field of study is carried out to certain specifications of time, quality and cost, through prescribed processes and using particular technology • Integration of the knowledge and skills required for real-world applications • Clarification of career options and more directed study towards final choices • Increased retention of learning and improved academic performance • Development of motivation, maturity, confidence and interpersonal skills • Improved employability through the resultant record of work experience, the opportunity to be previewed by potential employers and the development of a network of professional contacts
Benefits for employers	<ul style="list-style-type: none"> • Cost-effective labour for the duration of work-integrated learning • A source of skilled employees who better fit organisational needs • A better screening process for potential employees • Reduced recruitment and induction costs • Job enrichment and improved morale for permanent staff who are assigned to mentor trainees • Development of a culture of learning within the organisation • Opportunity to influence college curricula and be influenced by it (especially in terms of new ideas, systems, processes and technology)
Benefits for colleges	<ul style="list-style-type: none"> • Increased alignment of college programmes with current industry practice and skills needs • Continuous feedback from employers on the performance of students and currency of college curricula • Increased motivation for students, leading to higher pass and throughput rates • Enhancement of the college's reputation for providing high-quality training that leads to employment • Additional human and material resources arising from closer linkages and partnerships with employers

Table 1: Benefits of WIL

2. WORK-INTEGRATED LEARNING IN COLLEGES

2.1. Definitions of WIL and its Related Terms

WIL is an umbrella term for any **purposefully-designed learning programme that integrates theoretical knowledge with authentic practice in the workplace.**

The purpose of WIL is to improve employability and develop competence, i.e. the ability to apply knowledge and skills to the demands of the workplace.

The following terms are frequently encountered in relation to WIL:

Employer	The person or organisation for whom people work, which for WIL purposes could include private-sector companies, government agencies or departments, one-person businesses and non-governmental organisations
Logbook/ task book/ work experience record	<p>A combination of the description of work to be done and the record of work completed in the workplace; it is used to guide and capture the student's learning during a WIL placement.</p> <ul style="list-style-type: none"> • Logbooks are often associated with trade-work and tend to be narrower in scope than task books, listing only trade-specific tasks, the date on which each was performed by the trainee and the supervisor's signature, attesting that it was done correctly. • In addition to job-specific activities, task books often include research or self-study assignments about the broader business, work-environment and work-process, a journal of individual experience and reflections upon it, and other 'enrichment' elements. • 'Work experience record' is a generic term for both these types of books.
Mentor	<p>An experienced practitioner who oversees the work of a trainee or learner.</p> <p>WIL often involves two kinds of mentors.</p> <ul style="list-style-type: none"> • <i>Workplace</i> mentors, who are themselves employees at the workplace hosting the trainee and who oversee his/her work and performance in that specific workplace. They should be exemplary practitioners who are able to demonstrate how the work should be done and determine when a learner's work meets relevant standards. • <i>College</i> mentors, who are lecturers or student support/placement/WIL officers. They provide information about the workplace to which the student will be assigned, the programme of work to be completed and the logistical arrangements. They should also provide general information and advice about the world of work and reinforce the learning taking place through discussion and reflection on the student's actual experience.
Occupational education and training	Education and training for any of the specific jobs, trades or professions listed in the <i>Organising Framework of Occupations</i> , such as boilermaker, bookkeeper, bus-driver, chef, pharmacist or teacher
Placement	<p><i>Either</i></p> <ul style="list-style-type: none"> • Placing someone (usually a graduate) into employment;

	<p><i>or</i></p> <ul style="list-style-type: none"> Placing a learner into a workplace for work experience or training
Simulated work	<p>Work performed under all the conditions and to all the performance standards of real-life, but not in a real-life workplace.</p> <p>Simulation is, in effect, the imitation of <i>all</i> aspects of a real job. Simulated work should not be confused with practical training in which the trainee does not have to perform to real-world standards. Amongst the essential characteristics of simulated work are that:</p> <ul style="list-style-type: none"> The tasks, work processes and equipment involved must be the same as those involved in doing this work in real-life workplaces. Work assignments and specific activities within them should not be pre-selected or sequenced by the supervisor to accommodate the limitations of the trainee but should be presented when, as and how they would be in a real-life workplace. Work assignments should demand the full range of knowledge, skills and competences that would be demanded of the worker in a real-world workplace – including preparatory activities such as checking customer requirements, selecting and sourcing materials and equipment, and getting any necessary authorisation; and post-completion activities such as cleaning up, returning equipment, completing required paperwork and reporting to a supervisor. The worker must adhere to <i>all</i> the performance standards required of a qualified worker in an authentic workplace – including methods adopted, sequencing of activities, materials and equipment used, amount of supervision required, quality of work product and time taken to complete it.
Structured workplace learning	<p>Learning that takes place by design in an authentic workplace; it is structured in the sense that the work to be done and the learning it is intended to produce are planned in advance and formally assessed. Also, the work is performed under the guidance of a workplace mentor and the resultant learning is usually reviewed by both the mentor and a college lecturer.</p>
Vocational education and training	<p>Education and training aimed at preparing graduates for a range of possible occupations in an industry or broad area of work, such as engineering, office administration, tourism, personal services or law enforcement</p>
Workplace	<p>A site where work is performed; for WIL purposes, this could include the premises of a small, medium or large business, or a government agency; it could be a shop, market, bank, factory, warehouse, workshop, hotel or open-air business location.</p> <p>Any workplace to be used for WIL should meet <i>all</i> the following criteria:</p> <ul style="list-style-type: none"> Be safe and compliant with applicable health and safety regulations Provide adequate supervision and support Offer opportunities for experience and learning related to the student's programme of study Be typical of the sites where this sort of work is usually performed and of the way in which it is performed (i.e. work-processes, rules and performance standards) Offer opportunities to learn about work cycles and processes that

	<p>precede and follow the tasks performed by the student</p> <ul style="list-style-type: none"> • Comply with the workplace approval requirements of the relevant quality-assurance body (e.g. QCTO, NAMB or a SETA) <p>Therefore, caution should be exercised in using informal businesses for WIL. It is one thing to ask students to go and <i>observe</i> the activities of an informal business; it is quite another to place them there to <i>work</i>. Apart from anything else, the latter could entail serious legal liabilities.</p>
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Table 2: Definitions of key concepts

2.2. Key Features of WIL in TVET Colleges

There are many ways of incorporating WIL into education and training programmes. This has given rise to many specialised terms, such as work placement, work experience, workplace learning, experiential learning, workplace-based experience, job shadowing, apprenticeship, internship, in-service training, learnerships, project-based learning, service learning and cooperative education. Although different contexts require different approaches to WIL, all are based on **a core strategy of combining theoretical knowledge acquired through formal study with practical skills and competences developed through work.**

KEY FEATURES OF WIL PROGRAMMES IN TVET COLLEGES
<ul style="list-style-type: none"> ▪ WIL programmes include theoretical, practical and workplace components. While the workplace component is often integrated into the practical component of vocational and professional programmes, it is a distinct component of occupational programmes. ▪ The theory training component is organised and progressive and is presented by a TVET college or other accredited education and training provider. Theory can be provided through short inputs in a workplace, peer-teaching on-the-job, distance-learning, self-study or some other method. ▪ The practical training component may be presented at a TVET college or a training centre attached to or independent of a workplace. It focuses on the sort of tasks that are performed in the workplace and may include simulated work. ▪ The workplace component is planned, structured and ideally takes place in a real workplace. If provided in a simulated workplace, it should meet <i>all</i> the conditions of real life work performance (See the definition of simulated work in section 2.3 below). ▪ The workplace component should promote learning as much as the theoretical and practical training components. This occurs through the application of knowledge and skills in the context of real work. Students learn through productive work, on-the-job training, work exposure and investigation. ▪ The workplace component may be provided before the theoretical and practical training components are presented (pre-course), simultaneously with their presentation (on-course) or afterwards (post-course). ▪ The theory, practical and workplace components must be structurally linked and reinforce one another. Integration of knowledge and skills runs two ways: from the classroom and practical room to the workplace and vice versa. ▪ The workplace component can include one or more periods in a workplace and can vary in duration. It can range from a few days to a few years. Duration depends on the length, level, structure and other requirements of the larger training programme.

- WIL programmes **do not necessarily lead to formal qualifications** but **always include some form of performance assessment** which is likewise fit for purpose
- In addition to the formal assessments of students' performance, each of the components may include activities that **require the student to reflect upon what he or she has seen, done and learned**, and how he or she intends to apply that experience in future

Table 3: Key Features of WIL in TVET colleges

2.3. Types of Work-Integrated Learning in TVET colleges

Within each qualification or programme in a college, WIL should be organised in the way that best fits the learning objectives of that qualification or programme.

Typically, colleges implement the following five types of work-integrated learning:

Type of WIL	Definition and Purpose	Where and How Used in Colleges
Workplace exposure (WE)	<ul style="list-style-type: none"> • Visits to, or short periods of observation in, an industry or particular workplace • Aimed at developing a better understanding of tasks, technology, systems and processes in the industry 	<ul style="list-style-type: none"> ▪ Mainly applicable to the NC(V) and N4-6 programmes ▪ Takes place in a real workplace ▪ Participants spend little or no time doing the work themselves; instead, they watch others working at a particular job, observe systems and processes that span a number of jobs, or identify and observe technology in use ▪ Can form part of: <ul style="list-style-type: none"> ○ A career-information programme to help students decide on a course of study (in which case it must be 'pre-course') ○ An educational programme for students studying toward a career or occupation, for instance an NC(V) programme (in which case it is 'on-course') ○ In-service development of current practitioners, for instance college lecturers, to update or extend their knowledge and skills (in which case it is usually 'post-course') ▪ Not restricted to any level of competence or work-complexity. A student on a career-guidance excursion and a highly experienced professional (such as a doctor or engineer) on a study trip to observe new systems or techniques are both undergoing WE

		<ul style="list-style-type: none"> ▪ Can range in duration from half a day to several days; industry excursions by groups of NC(V) or NATED students or lecturers are a form of WE.
Workplace-based experience (WBE)	<ul style="list-style-type: none"> • A short period of structured workplace learning (typically 5-15 days) in a real-world workplace, as part of an institution-based programme of study • Aimed at developing basic job competence through the application in the workplace of knowledge and skills acquired in the college 	<ul style="list-style-type: none"> ▪ Mainly applicable to NC(V) and N4-6 programmes ▪ Takes place in a real workplace rather than a simulated one (hence the phrase ‘workplace-based’); however, if a real workplace cannot be found to provide the WBE, a simulated workplace can be used if the work done complies with the definition of simulated work in 2.3 below. ▪ Participants not only observe others working but themselves do authentic work under normal working conditions; this work may be of any level of complexity but must relate to a student’s programme ▪ Takes place during the programme of study (i.e. it is ‘on-course’). ▪ Usually 5-15 days in duration ▪ May include on-the-job training, research and investigation assignments
Internship	<ul style="list-style-type: none"> • A substantial period of authentic work experience which typically forms part of an institution-based programme of study • Aimed at developing advanced job competence through repeated and varied application in the workplace of knowledge and skills acquired in the college 	<ul style="list-style-type: none"> ▪ Mainly applicable to National ‘N Diploma’ programmes ▪ Takes place in a real workplace ▪ Usually an integral part of a programme of study that is required for final certification or a ‘license to practise’ ▪ May be undertaken ‘post-course’ (after completion of the theory and practical components) or ‘sandwiched’ between two phases or levels of study. ▪ Typically 6-12 months in duration but may be as long as 24 months
Learnership	<ul style="list-style-type: none"> • A learning programme that leads to an occupational 	<ul style="list-style-type: none"> ▪ Mainly applicable to national occupational certificates ▪ Takes place in a real workplace, sometimes

	<p>qualification or part-qualification and that incorporates practical work experience of a specified nature and duration</p> <ul style="list-style-type: none"> • Aimed at training potential new employees or up-skilling existing employees 	<p>with short periods in a college or other training institution</p> <ul style="list-style-type: none"> ▪ Initiated and managed by the employer, not the trainee or training institution ▪ Managed through employment and learning programme contracts ▪ Learners may be existing or new employees. ▪ Employers provide the work experience and any on-the-job training ▪ The theory and practical components must be provided by an accredited provider, which may be a public or private college, or an employer ▪ Typically 12 months in duration
Apprenticeship	<ul style="list-style-type: none"> • A learnership related to an officially listed trade that culminates in a trade test • Aimed at training new artisans 	<ul style="list-style-type: none"> ▪ Applicable exclusively to artisan trades; theory component may comprise specified N-courses or NC(V) programmes ▪ Takes place mainly in a real workplace, with periods in a college or other training institution ▪ ‘On-the-job’ training and mentoring must be done by a qualified artisan ▪ Initiated and managed by the employer, not the apprentice or training institution ▪ Culminates in an externally-administered trade test that confers a licence to practise that specific trade ▪ 3-4 years in duration

Table 4: WIL in college programmes

2.4. Duration Spent in the Workplace

It is important to note that the amount of time students spend in the workplace is determined by what they need to learn there. First-year student who want to find out whether a certain type of work is really for them do not need to spend nearly as much time in the workplace as students who are purposefully training for a long-term career in that industry. Also, different types of work demand different types and amounts of initial training. This is illustrated by the following figure which shows a progression of WIL programmes based on the length of time students would typically spend in the workplace.

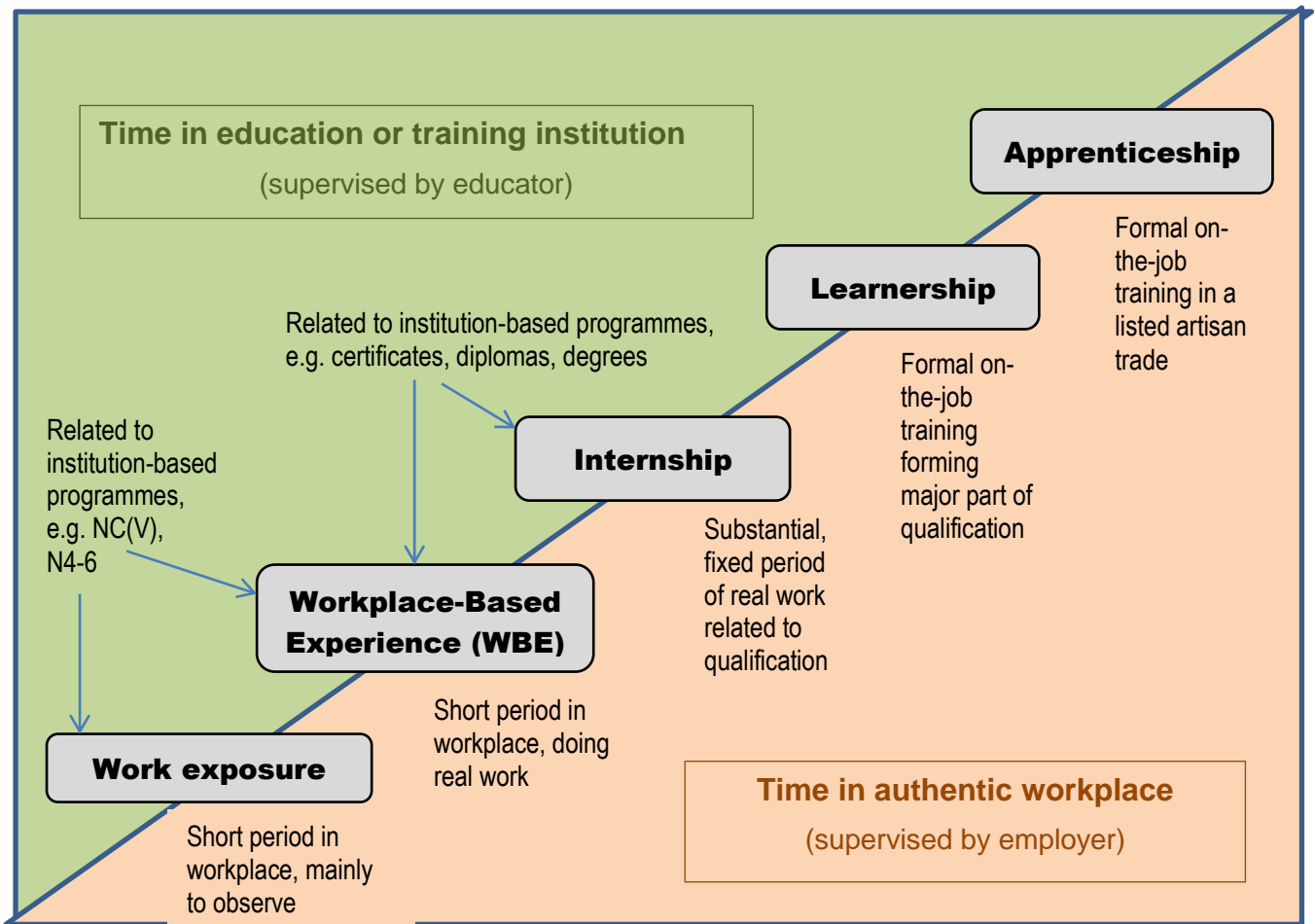


Figure 1: Relative Amounts of Time Spent in the College and in the Workplace in Different WIL Programmes

3. WIL REQUIREMENTS OF COLLEGE PROGRAMMES

3.1. Current College Programmes

The following table lists programmes currently provided by public TVET colleges and an explanation of the responsibility of colleges and employers in the delivery of these.

	TYPE OF PROGRAMME	RESPONSIBILITY FOR PROVISION OF PROGRAMME
Vocational	National Certificate (Vocational), or NC(V), Levels 2-4	<ul style="list-style-type: none"> • These are core college programmes for which colleges have overall responsibility • The college provides theoretical and practical and/or simulated training • The college must assist students to find host employers to complete the workplace component of their programme • The workplace component is provided by employers with direction and support from the college
	National Certificate/ National N Diploma: Levels 4-6 (Report 191 N4-6 programmes)	<ul style="list-style-type: none"> • These are core college programmes for which colleges have overall responsibility • The college provides theoretical and practical and/or simulated training • The college must assist students to find host employers to complete the workplace component of their programme • The workplace component is provided by employers with direction and support from the college
Occupational	National Certificate: Levels 1-3 (Report 191 N 1-3 programmes)	The college is responsible for delivery of N1-3 courses. These were originally designed as the trade-theory components of apprenticeship programmes. However colleges frequently offer them as stand-alone courses to fee-paying students who are not in apprenticeships.
	Learnerships	<ul style="list-style-type: none"> • The employer has overall responsibility for providing training and work experience in line with the learning programme agreement • The employer must provide all the workplace-based components, i.e. on-the-job training and practice • The college may provide training in 'fundamental subjects' and/or the theory component • The college may also provide some practical training
	Apprenticeships	<ul style="list-style-type: none"> • The employer has overall responsibility for providing training and work experience in line with the trade training schedule specified in the apprenticeship contract or learning programme agreement

		<ul style="list-style-type: none"> • The employer must provide all the workplace-based components, i.e. on-the-job training and practice • The college provides N1-3 programmes as the trade-theory component of the apprenticeship • The college may also provide some practical training in support of the trade-theory component and the apprentice's on-the-job training
	Skills programmes	<ul style="list-style-type: none"> • The college is responsible for the delivery of both the theoretical and the practical components of any skills programme that it offers • The college must assist trainees to find host employers for any workplace-based components
Bridging	Access / bridging programmes into NC(V) and Report 191 programmes	The college is responsible for the delivery of all the components of any bridging programme that it offers
	Bridging into higher education professional and occupational programmes	<ul style="list-style-type: none"> • A college may provide programmes under the auspices of, and in partnership with a university or university of technology • The college is then responsible for the theory and practical components assigned to it by the partnership agreement

Table 2: Current TVET college programmes and responsibility for provision of different components

3.2. Workplace Requirements of Core College Programmes

The various programmes offered by public TVET colleges have different requirements for workplace learning and experience. For example, a structured internship of 18-24 months is a formal requirement for N6 students who wish to upgrade to a national N-diploma.

Completion of a period of WBE is not a requirement for an NC(V) qualification. Nevertheless, the DHET requires that colleges attempt to place every NC(V) student for WBE at least once during the course of their studies. Colleges have the option of providing WBE as an add-on to their NC(V) programmes or as an integrated and assessed component of these.

The following table sets out the minimum requirements and recommendations for the provision of the workplace components of NC(V) and Report 191 N4-6 programmes.

WIL TARGETS AND REQUIREMENTS FOR NC(V) AND REPORT 191 N4-6 PROGRAMMES		
	NC(V)	Report 191
Workplace Exposure (WE)	<p><u>Minimum target</u> (not required for graduation):</p> <ul style="list-style-type: none"> • ½ day - 4 days for level 2 and 3 students 	<p><u>Minimum target</u> (not required for graduation):</p> <ul style="list-style-type: none"> • ½ day - 4 days for N4 students (during N4 or between N4 and N5)
Workplace-Based experience (WBE)	<p><u>Minimum target</u> (not required for graduation):</p> <ul style="list-style-type: none"> • 5 days for level 4 students <p><u>Recommended:</u></p> <ul style="list-style-type: none"> • 5 days for level 2 students • 5-10 days for level 3 students • 10-15 days for level 4 students 	<p><u>Minimum target</u> (not required for graduation):</p> <ul style="list-style-type: none"> • 5 days for N5 students (during N5 or between N5 and N6) <p><u>Recommended:</u></p> <ul style="list-style-type: none"> • 10 -15 days for N5
Internship	<p><u>Recommended</u></p> <ul style="list-style-type: none"> • An internship of 3 to 6 months is recommended for NC(V) level 4 graduates that have not found employment <p>(<u>Note:</u> This is post-qualification work experience and thus not part of the qualification)</p>	<p><u>Minimum requirement for graduation:</u></p> <ul style="list-style-type: none"> • An internship of 18-24 months for N6 students to receive a national N diploma

Table 3: WIL requirements for NC(V) and Report 191 N4-N6 programmes

4. IMPLEMENTING WIL

This section outlines some guiding principles and a four-phase process for implementing the workplace-based component of a WIL programme. It also covers the roles and responsibilities of the main participants.

4.1. Guiding Principles

Effective implementation of WIL by colleges is underpinned by the following guiding principles:

Principle 1	It is part of the core business of colleges to incorporate WIL into the delivery of their curricula, including the NC(V) and N4-6 programmes
Principle 2	Planning and implementation of the workplace component must be done systematically and institutionalised in the college
Principle 3	The workplace component of WIL must be located in suitable workplaces that are able to provide the required experience in a safe and healthy environment
Principle 4	WIL depends on the continued involvement and support of employers ; colleges must therefore strive to address the skills needs of local employers and accommodate their business objectives, operating procedures, work processes, calendars, timing and managerial systems
Principle 5	The longer and more frequent the workplace-based components of a WIL programme, the more effective it is likely to be
Principle 6	WIL requires good preparation of students and employers ; each must know what is required of them and how to meet these requirements
Principle 7	Students need to be mentored during WIL placements so that problems are resolved quickly and opportunities for learning fully exploited
Principle 8	Monitoring and reporting are necessary for effective WIL implementation and compliance with DHET requirements

Table 4: WIL guiding principles

4.2. The Implementation Process

Implementing the workplace-based component of WIL programmes includes a number of activities in a cyclical process that corresponds with programme delivery over the course of the academic year.

The four-phase cycle of planning, preparation, placement and post-placement shown in the diagram below could be conducted more than once a year depending on the length, structure and requirements of each programme concerned.

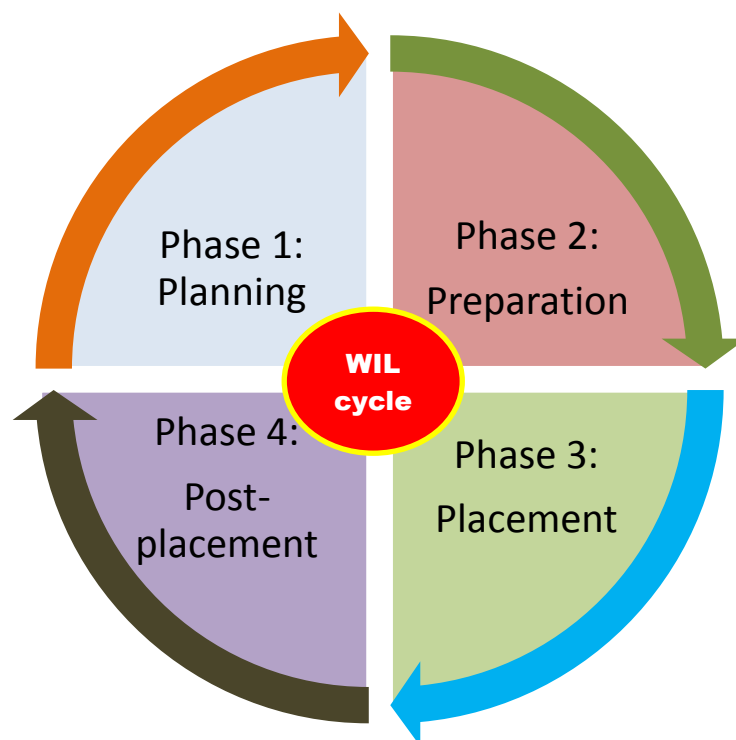


Figure 1: The Cycle of WIL

The activities to be managed in each phase of the WIL cycle are as follows:

ACTIVITIES FOR EACH PHASE OF THE WIL CYCLE	
PHASE	ACTIVITY
PHASE 1: PLANNING	1. Develop WIL policy (at college and programme levels, as necessary)
	2. Plan and budget for WIL implementation (at college, campus and programme levels, as necessary)
PHASE 2: PREPARATION	3. Brief and prepare college staff to play their roles in implementing the workplace-based component of college programmes
	4. Plan the workplace component of the curriculum and obtain or develop task books / logbooks (for each college programme that includes WIL)
	5. Recruit host employers and prepare them to manage and mentor students during WIL placements
	6. Select and prepare students for the workplace-based component of their programme
	7. Match students to host employers
	8. Coordinate all WIL placement arrangements and logistics

PHASE 3: PLACEMENT	9. Students engage in workplace activities during placement according to programme requirements and agreement with employers
	10. Workplace mentors supervise and mentor students during their placement
	11. College staff support and monitor students during their placement
PHASE 4: POST- PLACEMENT	12. Formal / informal assessment of student WIL workplace task books / logbooks
	13. Students share their learnings and these integrated into teaching
	14. WIL placements reviewed with students, employers, lecturers and management and lessons distilled for future implementation
	15. Report on WIL

Table 5: Activities in each phase of the WIL cycle

4.3. Roles of Key Stakeholders in the Delivery of WIL

Implementing work-integrated learning always involves several partners. These roles are outlined below.

STAKEHOLDER	ROLE	RESPONSIBILITIES
DHET	To enable WIL implementation	<ul style="list-style-type: none"> • Develop policy and legislation that support the delivery of WIL • Ensure college programmes include or accommodate WIL • Advocate WIL to other government departments and agencies, and to organised business and labour • Provide incentives to employers for supporting WIL • Provide direction on provision of WIL • Fund provision of WIL by colleges
TVET colleges	To implement WIL in core programmes	<ul style="list-style-type: none"> • Plan, manage, monitor and report on WIL within college programmes • Provide every NC(V) and N4-6 student with at least one period of WBE during their programme • Allocate human and financial resources to WIL • Recruit employers for WIL and develop long-term partnerships with them to enable sustainable delivery • Support employers in the planning and implementation of WIL in their workplaces

Employers	To provide opportunities for students and lecturers to learn in the workplace	<ul style="list-style-type: none"> • Make workplaces available to students and lecturers on WIL • Provide a safe working environment that is also conducive to learning • Provide feedback to the college on each period of student workplace-based activity to improve the implementation of WIL • Develop partnerships with colleges for sustainable and mutually-beneficial implementation of WIL
Students	To use workplace visits and placements as learning opportunities	<ul style="list-style-type: none"> • Comply with the WIL requirements of their programmes • Prepare well for their placements, adhere to instructions by workplace supervisors, complete work assignments and conduct themselves in a responsible manner
SETAs	To support WIL implementation	<ul style="list-style-type: none"> • Help ensure the relevance of college programmes and WIL by providing information on employers and their skills needs • Advocate WIL to employers • Link colleges and employers • Provide funding for WIL and guidance on how to access it

Table 6: Roles and responsibilities of key stakeholders in WIL implementation

4.4. Management Responsibilities

As part of the core curriculum of the college, WIL should be managed by the deputy principal for academic affairs through a dedicated WIL structure. This structure should be headed by a WIL manager who is supported by WIL or placement officers at campus level.

The hierarchy of responsibilities is as follows:

COLLEGE LEVEL		
ROLE	WHO	RESPONSIBILITIES
Create enabling environment for WIL	CEO	<ul style="list-style-type: none"> ▪ Advocate WIL to employers and other stakeholders ▪ Develop strategic partnerships ▪ Develop college's WIL policy, plans and budget ▪ Secure finances for WIL

Manage WIL across campuses and faculties	Deputy Principal for WIL <i>with support from</i> WIL Manager	<ul style="list-style-type: none"> ▪ Help develop college WIL policy, plans and budgets ▪ Put in place structures, staff, systems and resources for WIL ▪ Oversee implementation of WIL by coordinator, campus managers and faculty heads ▪ Monitor and support implementation ▪ Ensure proper records are kept and are accessible ▪ Ensure tracking of WIL graduates to determine impact ▪ Report on WIL implementation, placement statistics by campus and programme and graduate tracking findings ▪ Keep all informed about WIL implementation progress in college
Implement WIL at college level	SSS Manager Partnerships Manager	<ul style="list-style-type: none"> ▪ Ensure WIL is incorporated into academic support plans ▪ Assist academic staff with WIL arrangements ▪ Assist with tracking of students and graduates to determine impact of WIL ▪ Assist with recruitment of host employers and development of WIL partnerships ▪ Maintain database of employers

CAMPUS LEVEL		
ROLE	WHO	DESCRIPTION
Manage WIL at level of campus	Campus Manager	<ul style="list-style-type: none"> ▪ Assist with development of WIL policy, plans and budgets ▪ Advocate for WIL amongst campus staff ▪ Help recruit employers ▪ Monitor and support campus-level implementation of WIL ▪ Collect and record data about WIL at campus level

Manage WIL at level of faculty / learning programme	Heads of Faculties Heads of Departments Programme Managers Senior Lecturers Lecturers	<ul style="list-style-type: none"> ▪ Manage WIL planning and implementation for faculty / programme ▪ Oversee curriculum planning, development of materials, assessment and integration between theory, practical and workplace components ▪ Keep staff and students informed about WIL programmes ▪ Help recruit employers ▪ Match students to host employers ▪ Prepare employers through pre-placement meetings ▪ Oversee logistics and administrative arrangements ▪ Monitor placements through visits to employers ▪ Prepare students for WIL placements ▪ Prepare task books or logbooks, assess completed books, debrief students ▪ Debrief employers ▪ Integrate lessons from workplaces into academic programme ▪ Ensure proper capture and management of WIL information ▪ Report on faculty / programme progress implementing WIL
Support administration of WIL	WIL Officer Placement Officer SSS Officer	<ul style="list-style-type: none"> ▪ Assist with WIL logistics and administrative arrangements, e.g. briefing students, printing task books, paper work and stipends ▪ Help identify and brief employers ▪ Assist monitoring and support of students during WIL placements through visits, phone calls and student WIL 'help-line' ▪ Place and track graduates ▪ Collect and capture WIL and graduate tracking data

Table 7: Roles and responsibilities in managing and implementing WIL at college and campus levels

4.5. College WIL Policy and Plan

Each college should have its own policy and plan for implementing WIL. Their contents are shown in the following table:

Content of WIL policy	Content of WIL strategy and operational plan
<ul style="list-style-type: none"> • Definition of WIL and explanation of its purpose • Explanation of how it relates to the college's mission and strategic objectives • Clarification of which types of WIL apply to each programme • Identification of WIL stakeholders and how WIL is of benefit to them • Outline of roles, responsibilities and requirements of the college • Explanation of how WIL relates to other policies, e.g. on student support 	<ul style="list-style-type: none"> • Objectives for WIL and placement targets in different college programmes • Clarification of issues such as: <ul style="list-style-type: none"> — Which campuses will be involved — In which programmes and levels a workplace component be provided and the nature of this — When the workplace component be provided for each programme and level — Which students in a programme will be involved and, if all are not included, how they will be selected — How WIL will be managed, who will be involved and what their roles will be • Detailed action plan, including activities, responsibilities and deadlines • Budget for WIL and explanation of how it will be funded • Identification of potential obstacles and how these can be managed

Table 8: Contents of WIL policy and operational plan

4.6. College-Employer WIL Agreements

Arrangements for the implementation of WIL programmes need to be captured in, and then governed by, written agreements between college and employers. These agreements can be in the form of an exchange of letters or of more formalised memoranda of understanding (MoUs). At a minimum these agreements should include the following:

- The name, address and contact details of the employer and the employer's representative for all matters related to the WIL agreement
- The name, address and contact details of the college and the college's representative for the WIL agreement
- The dates and lengths of projected WIL placements
- The names and details of participating students (This may be attached as an addendum that changes from time to time)
- Information for the employer about the learning programme(s) that the WIL placement forms a part of
- The rights and responsibilities of the employer

- The rights and responsibilities of the college
- The rights and responsibilities of the student
- Procedures for handling difficulties or disputes
- The duration of the agreement as a whole and the date on which it was signed
- Signatures of authorised representatives of the college and the employer

4.7. Funding the Workplace-based Component of WIL Programmes

NC(V) and Report 191 programmes are funded by the DHET from its treasury allocation, while learnerships and apprenticeships are funded by SETAs and employers.

SETA training grants for learnerships and apprenticeships are usually sufficient to cover the costs of both the institutional or college-based training and the workplace components. Any shortfall has to be made good by the employer.

However, the DHET's funding formulae for NC(V) and Report 191 programmes currently do not include a specific allocation for workplace-based components. Until this changes, colleges will have to fund the workplace-based components of their programmes out of their existing DHET conditional grants or from funds raised for this purpose from other sources. Some of these are listed below:

FUNDING SOURCE		NATURE OF FUNDING
Skills levy funding	SETA discretionary grants	This is the primary mechanism for TVET colleges to access SETA funds for WIL. Discretionary grants are intended for special projects that address national and sectoral skills priorities, which include workplace learning and experience for college students and graduates.
	SETA PIVOTAL grants	PIVOTAL programmes are professional, vocational, technical and academic learning programmes that focus on scarce skills and combine course work at HEIs and TVET colleges with structured workplace learning. SETA's are meant to spend 80% of their funds on such programmes through PIVOTAL grants. This is a possible source of funding for the workplace-based component of NC(V) and Report 191 programmes.
	National Skills Fund (NSF)	The NSF is used to target skills gaps and complement resource shortages for national priorities. It has already been used to increase the bursary allocation for TVET college students and provide bridging funding for colleges for WIL until SETAs are able to fund this under new policies and regulations.

External funds	Employers	While employers are not expected to fund NC(V) and Report 191 students hosted for WIL, some sponsor them in part (e.g. through covering the costs of transport or personal protective equipment). These sorts of arrangements are best negotiated at the level of individual college-employer partnerships.
	Donor Agencies	Some international and local donor agencies make grants to colleges for WIL. This is an option all colleges should pursue.

Table 9: Funding sources for WIL programmes

4.8. Monitoring, Reporting and Quality Assurance

Systematic monitoring and reporting promote good management, quality assurance and accountability.

Colleges are thus required to monitor and report on their implementation of the workplace-based component of their programmes. This function needs to be deliberately planned. Colleges should set up monitoring and reporting systems that enable them to provide accurate, up-to-date information on WIL at programme, campus and college levels, concurrent with programme implementation, for the following purposes:

Internal	<ul style="list-style-type: none"> • Planning and decision making related to WIL provision • Managing the placement and monitoring of students during WIL implementation • Ensuring consistency and continuity in college-employer relationships • Tracking students after graduation to determine the impact of WIL • Complying with WIL quality management and assurance processes
External	<ul style="list-style-type: none"> • Providing information to the DHET as required in line with its monitoring and evaluation framework or other once-off requests • Meeting the reporting requirements of SETAs for programmes or activities funded • Meeting the reporting requirements of external funders • Reporting to UMALUSI and the QTCO as required on programmes provided

Table 10: Purposes of monitoring and reporting on WIL
