

2014 Post-WBE ICASS Survey Report

Introduction

SSACI has developed and has been implementing a model for WBE in NCV programmes for a number of years. For the last three years WBE for Assessment (ICASS) has been developed and implemented in selected NCV programmes at selected colleges to include a formally assessed component, contributing to Practical 2 marks of the ICASS.

In 2014, 33 colleges participated in this WBE for Assessment (ICASS) programme across the nine provinces. Anecdotal evidence has emerged, during best practice forums held with the participating colleges, of the benefit of providing WBE for NCV students. To quantify this claim, SSACI conducted a post-WBE survey of the 2014 cohort. The surveys were completed by the NCV students that went for WBE in the workplace, the college staff that monitored these students in the workplace, and companies that hosted these students.

Findings

Sample

The number of survey completed for each category; as well as number of colleges and programmes represented is presented in Table 1.

	No of colleges represented	College Programmes	No of surveys	No of students monitored/supervised
Students	8	9	388	N/A
College Monitoring staff	6	N/A	31	282
Company	3	Office Admin, Hospitality	16	39

Table 1: Number of surveys completed

The 16 companies that participated in the post-WBE review ranged from schools, hospitals, lodges, attorney's offices, etc. 14 of the 16 students were office admin students, with 2 from the Tourism and Hospitality programme. In total 39 students were hosted by these 16 companies with the highest number of 10 being hosted by one company. The number of days students spent in the workplace ranged from 5-15 days.

Insurance and stipend

In terms of insurance, only two workplaces indicated that the colleges had insurance for the students. All the monitoring college staff, except from one college, indicated that the college does not have insurance for the students. Only 26% of the students indicated that the college had insurance cover for them while in the workplace. 16 of the college monitoring staff (50%) indicated that the students were paid a stipend, ranging from R60 –R120/day. This is confirmed by 54% of the students indicating they were provided with a stipend, ranging from R20-R120/day.

Induction of students before going to workplace

13 of the 16 (81%) employers felt that students were inducted at the college in terms of code of conduct and on expectations in the workplace prior to WBE. All the college monitoring staff and 92% of the students confirmed that the students were inducted at the college in terms of code of conduct and on expectations in the workplace prior to WBE.

It is heartening to see that all employers indicated that the students adhered to the rules and regulations of the company. This correlates to 90% of the college monitoring staff and 91% of the students indicating that the students observed the rules and regulations of the company.

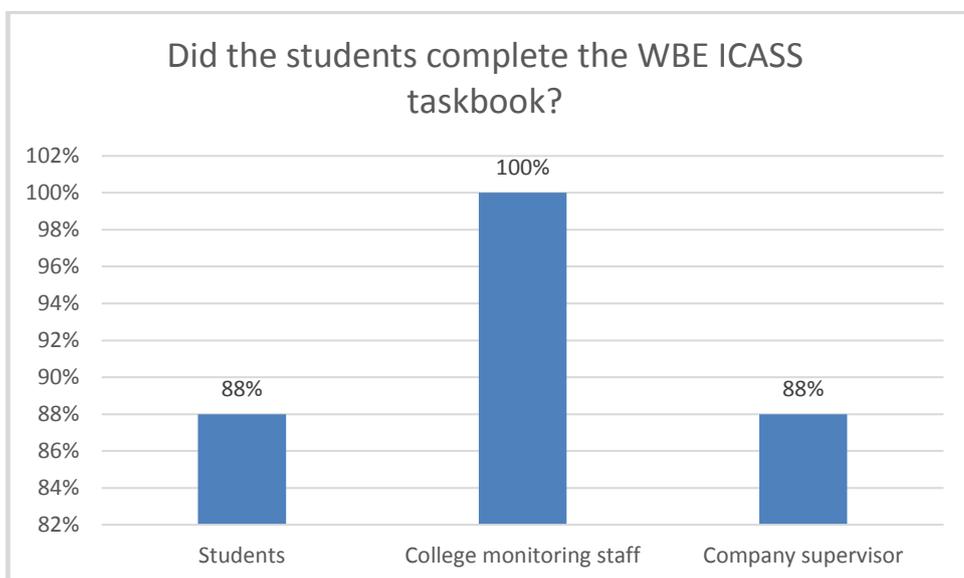
14 of the 16 (88%) employers indicated that the students followed a programme while on WBE. This is confirmed by 75% of the college monitoring staff noting that the students had a programme they followed while on WBE.

Relation of WBE to NCV Programme students were studying

15 of the 16 employers indicated that the work the students did related to the programme they were studying. This is confirmed by 90% of the students saying, the work they did, related to the course they were studying.

WBE ICASS Taskbooks

Figure 1: Did the students complete the WBE ICASS taskbook?



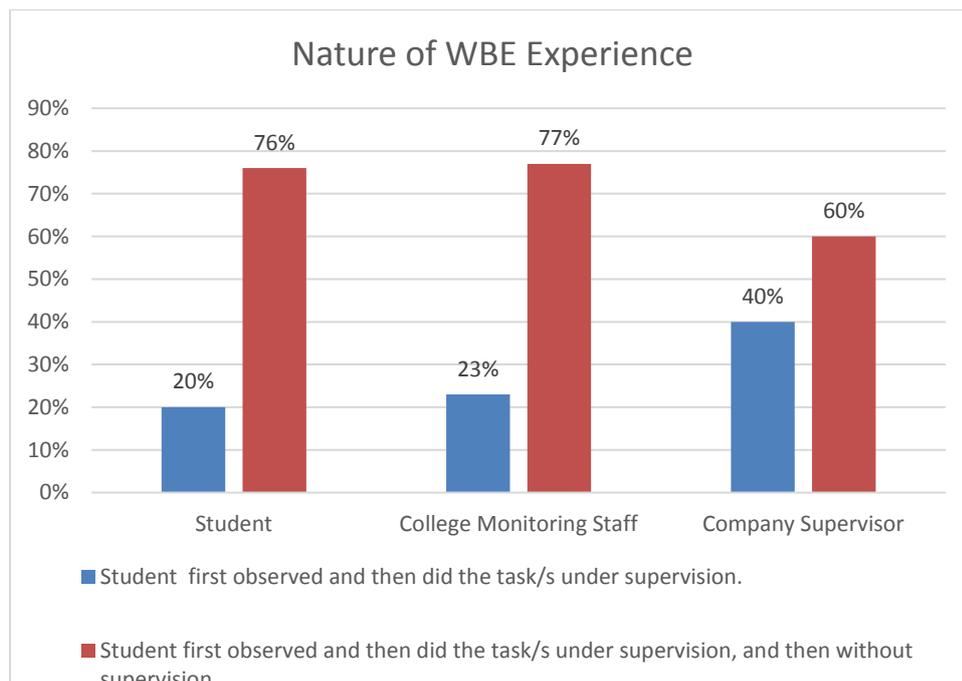
14 (88%) of the companies indicated that students completed their WBE taskbook and got it signed by them. 88% of the students also indicated they were able to complete the taskbook. All the college monitoring staff that monitored indicated that all the students they monitored had completed the taskbook (Fig. 1).

Half the college monitoring staff indicated that the college used the taskbook for ICASS purposes, whereas 85% of the students indicated that the taskbooks were used for ICASS and 89% of the student indicating it was appropriate for their assessment.

Nature of WBE Experience

60% of the companies indicated that the students first observed, then did the task under supervision and then without supervision. The other 40% of the companies had the students first observe and then do the tasks under supervision (Fig. 2). The fact that 60% of the companies allowed students to do the tasks without supervision after a while indicates that students are able to work on their own in the workplace, given the opportunity to do so. This is confirmed by 76% of the students saying they first observed, then worked under supervision and then without (Fig. 2). Majority (77%) of the college monitoring staff also indicated the students were allowed to work first under supervision and then without.

Figure 2: Nature of WBE Experience



Company supervisor’s impression of students

94% of the employers had a very good impression of the students that came to their workplace. This is collaborated by 90% of the college monitoring staff mentioning that the overall impression of the supervisor about the student was very good. These employers and college monitoring staff indicated that the students were equipped to be employed after their studies, though none of them employers offered a job to the students. On the other hand, 23% of the students indicated that they were offered a job after they completed their studies. Those employers and college monitoring staff that indicated the students were not ready to be employed felt the students required more practical skills and experience in the workplace.

Monitoring of Students in the workplace

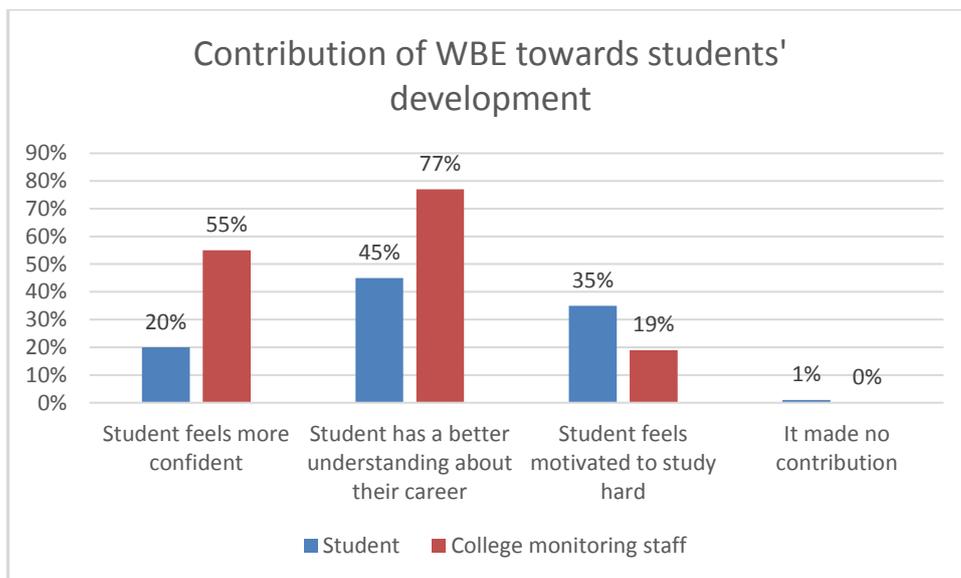
12 of the employers (75%) confirmed that someone from the college had come to monitor the students at the workplace. This is in line with 75% of the students indicating that someone from the college had come to monitor them.

The monitoring college staff noted that 87% of the persons responsible for WBE at the companies, knew all the students, whereas only 7% knew most of them, although all of them had a supervisor at the workplace.

Contribution of WBE to Students

When asked about how WBE made a contribution, 45% of the student indicated they have a better understanding about their career; 35% indicating they feel motivated to study hard; and 19% of them feeling more confident after their WBE experience (Fig. 3).

Figure 3: Contribution of WBE towards students' development

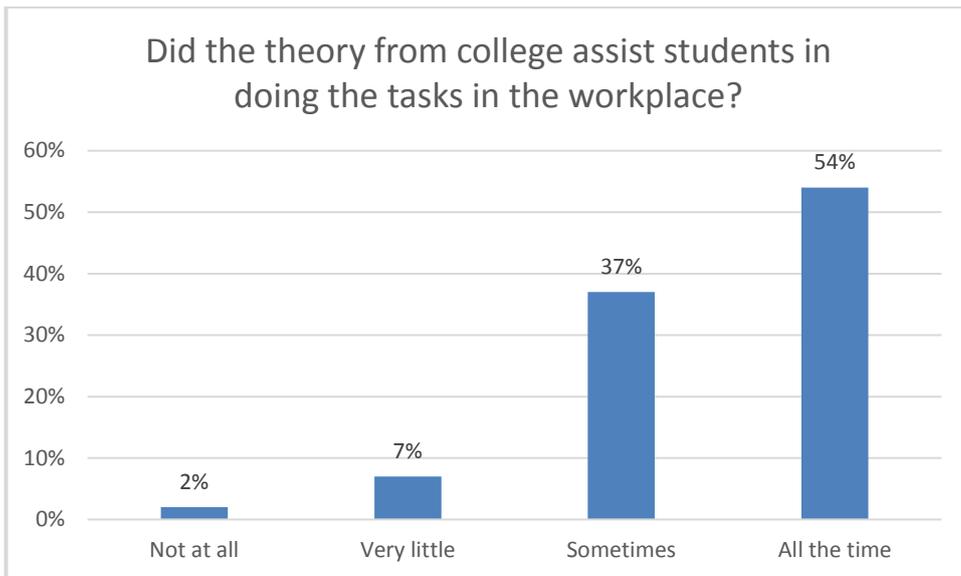


From the perspective of the college monitoring staff, 77% felt that the students had a better understanding about their career after going on WBE, whereas 55% indicated that the students felt more confident (Total is >100% as college monitoring staff could choose more than one option). None of them noted that the WBE made no contribution (Fig. 3).

Theory and practice

More than half the students (54%) felt that they used the theory learnt at the college to do their tasks in the workplace, all the time, with 37% indicating they sometimes used the theory (Fig. 4).

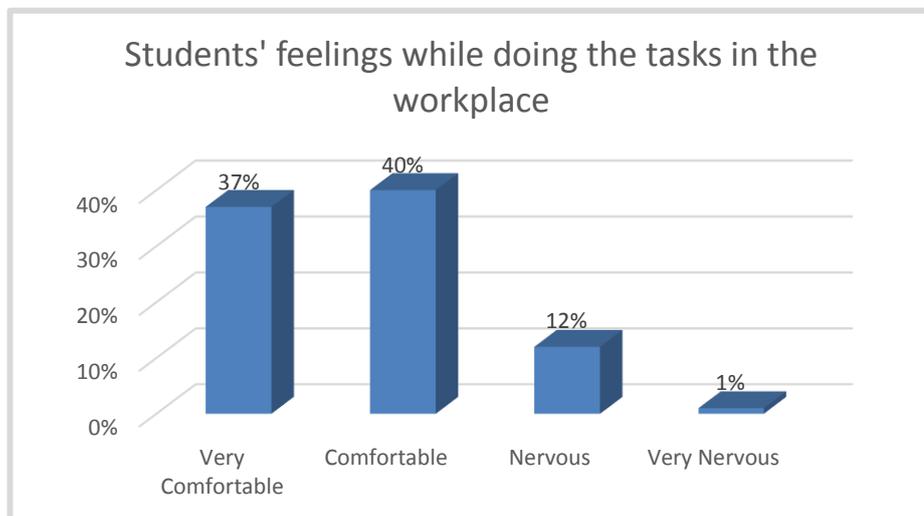
Figure 4: Did the theory from college assist the students in doing the tasks in the workplace



This shows a strong correlation between the theory learnt at the college and the tasks the students did in the workplace. This also re-affirms the reason for 77% of the students feeling very comfortable or comfortable, while doing the tasks. This furthermore confirms their belief that they are equipped to be employed (93%), after completing their studies.

Students experience in the workplace

Figure 5: Students' feelings while doing the tasks in the workplace

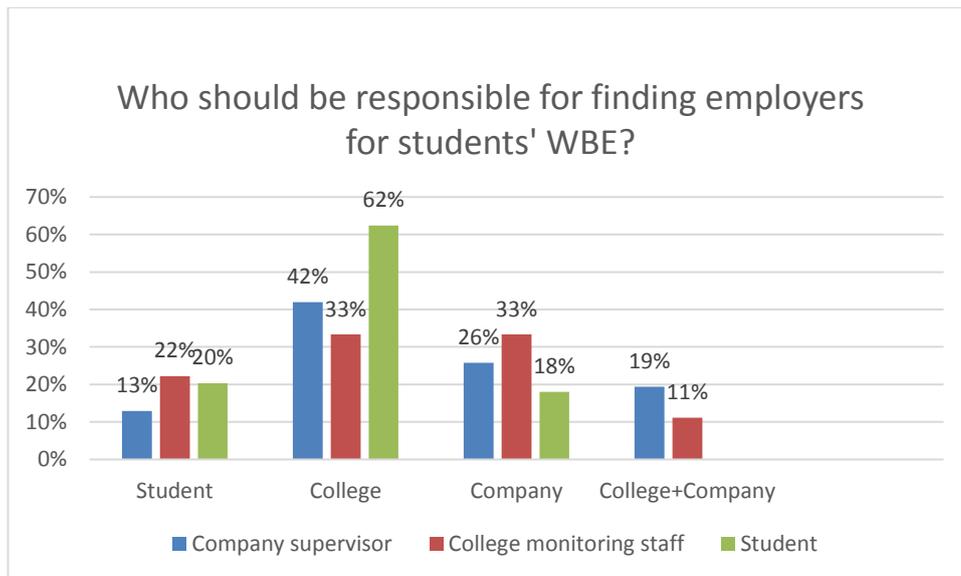


90% of the students indicated they were provided with helpful feedback from the supervisor at the workplace. These students indicated that the feedback assisted the students to gain confidence; to gain better understanding; to perform well; to rectify mistakes, identify their strength; understand their lack of skills and theory; to work harder; to improve; to work with people; to communicate, to try again if fail first time; expectations of the industry; etc. This broad range of gain for the students definitely makes a strong business case to expose students to work based experience during their studies. This is confirmed by 94% of the students, after their WBE experience, feeling that workplace experience should be included as part of the NCV programme. 84% of the college monitoring staff also provided feedback to the students after the monitoring process.

Who is responsible for finding employers?

42% of the company supervisors felt the colleges should be responsible for finding employers for students to do their WBE, with 26% noting that the companies should also be responsible. In contrast 33% of the college monitoring staff felt that the college should be responsible for finding employers, with other 33% pointing out that companies should also be responsible. Most students (62%), felt that colleges is responsible for finding employers to do their WBE, with 18% noting it's the responsibility of the companies and 20% stating it's should be their own responsibility (Fig.6).

Figure 6: Who should be responsible for finding employers for students' WBE?



A small number of company (11%) and college staff (19%) felt that finding employers for WBE is the responsibility of the college as well as the companies.

Conclusion

The findings of the study indicates the importance of students doing WBE. The students, college monitoring staff and the companies indicated how WBE can positively impact on the students in terms of their exposure to industry, their own development and future aspirations. These findings can be further validated by conducting a similar study with feedback from more students, college monitoring staff and companies. SSACI intends to do this with the 2015 cohort and has already advocated to the colleges to take the company survey along while they monitoring the students, to get a larger sample of companies completing it.