

'The Focused Lens'

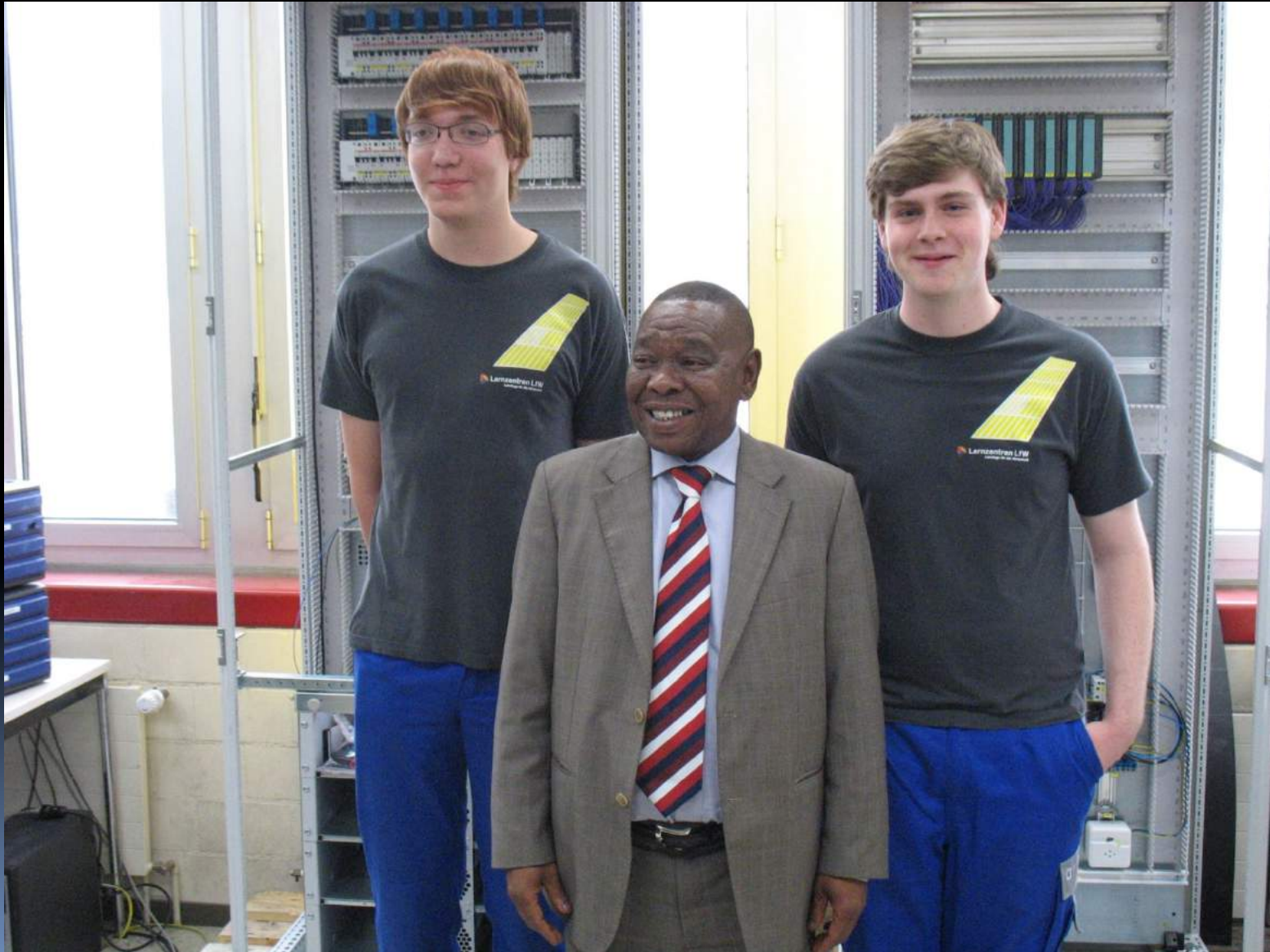
**How WIL programmes can help
TVET colleges deliver on their
core business**

Ken Duncan



SSACI

A tale of two systems



Work-integrated learning entails :

**Integration of
learning into
workplace activities**

**Through
incremental,
productive tasks**

**Under real-life
conditions**

**Within normal
company work-
processes**

WIL programmes at colleges

Apprenticeships

**Company
skills
programmes**

Learnerships

Internships*

**Workplace-
based
experience
for students***

**Workplace
exposure
for
lecturers***

*** Non-standard**

A decade of change in pursuit of...

- **Greater systemic capacity**
 - 50 multi-campus FET colleges created in 2002 out of 152 technical colleges
- **Access to further education and training for large numbers of school-leavers**
 - Increase in headcount enrolment, from 300'000 in 1998 to 422'000 in 2011
- **Equity & redress**
 - Changing demographics: 82% HDI students today, up from 18% in 1994; 78% HDI staff today, up from 54% in 2000
- **Updated curricula**
 - introduction of NC(V) in 2007 & on-going uncertainty over N-courses
- **Greater coherence & articulation between further and higher education and training**
 - Shift from provincial to national oversight, 2009-10

An expanding mission

- Provide initial training for entry into skilled trades & occupations
- Provide vocationally-orientated training for school-leavers & repeaters
- Provide access to higher education
- Provide an alternative to higher education
- Up-skill existing labour force to NQF Level 4
- Reduce unemployment
- Alleviate poverty

***The price has been that “relationships between colleges and industries are, with some exceptions, weak.”
(DHET: Green Paper, 2011)***

SSACI's interventions since 2008

**Workplace-based
experience for
students**

**Internships for
college graduates**

**WIL
within the
TVET College
System**

**Integrated
assessment during
WBE**

**Workplace
exposure for
college lecturers**

SSACI's outputs

- Model & “how-to” manual for systematic implementation of WBE in colleges
- Taskbooks for NC(V) levels 2-4 in EIC & ERD and level 4 in tourism, marketing, office admin, management & FEA
- Guide to developing other WBE taskbooks, with generic templates for engineering and business programmes
- Lecturers’ guide to ICASS assessments during WBE
- Taskbooks for ICASS in WBE at Level 4 for marketing, management, office admin & FEA
- Handbook on college-industry partnerships
- 48 colleges trained in WBE, 10 in ICASS during WBE, and 10 piloting LWE

Programme outcomes

- 35 public TVET colleges regularly implementing WBE, some with hand-holding by JET or NBI
- >10'000 students in those colleges have undergone WBE of at least 5 days duration, including >6'000 in 2013
- Over 300 companies/organisations regularly hosting WBE students
- 700 students have undergone ICASS assessments during WBE, to inform best-practice guide
- Inter-college learning forum established to exchange insights from experience of student WBE, ICASS during WBE & lecturers' workplace exposure

What have we (& others) learned?

- **WIL helps clarify students' career aspirations**
 - Over 90% of students who underwent WBE felt it gave them a better understanding of the work they were training for (Singizi; 2010 & 2011)
 - “Work-experience helps determine [whether] a specific career is for the individual” (Mann; 2012)
- **It improves students' learning**
 - “All lecturer respondents felt that the WBE had had some degree of positive impact on learners' studies” (Singizi; 2010)
 - Evidence that students show more initiative after WBE, are more motivated & can answer theoretical questions more clearly as have seen application of theory
 - “Young people return from work experience more motivated to do well at [college]... work experience helps borderline pupils achieve academic targets” (Mann; 2012)

And what else?

- **WIL improves students' employability**

- Anecdotal evidence from SSACI project of better employment outcomes amongst WBE students
- there is a “strong and significant relationship between work experience during studies & subsequent employment” (Gewe; 2009)
- “Australian youths report that structured work placements during their studies are more beneficial in developing employability than part-time work” (Evensen & Oxenbridge; 2013)

- **WIL has a washback effect on college curricula**

- especially noticeable when ICASS linked to WBE & with lecturers' workplace exposure

- **WIL promotes significant deepening of links between colleges and industry**

- Companies & colleges say that WBE & LWE *greatly assisted* them to form and maintain partnerships

And also...

- **WBE doesn't have to be lengthy:**
 - Students in SA, UK & Australia typically get 1 or 2 periods of 5-10 days p.a.,
 - Less than 5 days is not considered worthwhile by employers
- **WBE isn't expensive:**
 - Colleges in SA & UK report per capita cost of R1' 500 – R2' 200
- **WIL needs to be systematically planned & implemented, and allow for reflection**
 - by both colleges & employers
- **WIL needs to be located within, & driven by, teaching & learning of the core curriculum**



And then it produces the goods...



Thank you!