

This FINAL e-bulletin for 2010 contains the following SASCE news and events:

- **SASCE delegates gather for Workshop and Forum at DUT**
- **QCTO- Adrienne Bird Acting CEO and QCTO Chair Wilson Nzimande address the gathering**
- **SAQA- Acting CEO Joe Samuels promotes Recognition of Professional Bodies linked to the NQF**
- **Kris Moodley creates great excitement with WIL Tracking and Management solution**
- **UJ and Merseta contribution on Co-op Terminology**
- **Picture Gallery on Workshop and Forum Oct 2010 at DUT (see website picture gallery)**

SASCE delegates gather for Workshop and Forum at DUT

By Asanda Matanzima



Delegates attending

South African Universities, Further Education Training Institutions and industry partners gathered at the Durban University of Technology Hotel School on the 20th and 21st of October 2010 for the biannual SASCE Forum and Workshop. The Southern African Society for Co-operative Education (SASCE) is a non-profit organization that promotes quality work based experiential learning, also known as work integrated learning.

The two day event hosted keynote speakers Mrs Adrienne Bird, Acting CEO for the Council for Trades and Occupations (QCTO) of the Department of Higher Education and Training, also Mr Joe Samuels Deputy Chief Executive Officer of South African Qualifications Authority (SAQA) and Mr Wilson Nzimande the chair of QCTO.

The gathering was also addressed by Mr Dave Meintjies from Bell Equipment and Jacquie Bhana from Tongaat-Hullet Sugar. All the speakers including Mr Brian Forbes of SASCE participated in a panel discussion on quality issues pertaining to work integrated learning



Shakeel Ori

Mr. Shakeel Ori President of SASCE introduced Deputy Vice and Acting Vice Chancellor Professor F Otieno, who welcomed the guests representing universities, colleges and industry to the Durban University of Technology.

Ms Adrienne Bird of the QCTO in her presentation stated that “The role of the QCTO is to ensure the availability, relevance and quality of occupational qualifications meets industry needs”.

She said, “The occupational qualification is to qualify a person to practice the occupation and if companies rotate students around the workplace to work in different sections like motor mechanics, then they would learn more about the occupation.

Mr Joe Samuels Acting CEO of SAQA introduced the topic on the Recognizing of Professional Bodies in terms of the National Qualifications Framework (NQF).

Mr Wilson Nzimande, Chair of the QCTO was concerned on how the maximizing of gains can be created. He said during the discussions “Let us start here in Durban and explore how we can pave the way at this conference that can result in something significant for the future”.

Mr Dave Meintjies from Bell Equipment showcased some of the machinery they manufacture in their company and explained which students they recruit to train. “We try to keep 60 percent of the students that we take for Work Integrated Learning and the rest we release to industry”. He also added that companies in industry are proud of what they are doing for the students and that SASCE has done very well. The company is controlled and regulated by the MERSETA (Manufacturing Engineering and Related Services Sector Education Training Authority).



Jacquie Bhana

Ms Jacquie Bhana speaking on behalf of Tongaat-Hullet Sugar, one of the companies that recruits students from various Institutions and provide bursaries for Mechanical, Industrial, Electrical Engineering and B Tech students said that. “Students must not be seen only as an extra pair of hands, they are there to be trained and learn as much as they can”. She said Tongaat-Hullet sugar has only had 3 failures in the past ten years and the company will continue assisting students as much as it can.

Alpheus Maphosa referred to SASCE as a church that advocates certain principles, “We believe in learning by doing because that is the way to learn, not be stuck on the structure but to come up with how we can change the world to create better equipped students”. Henri Jacobs from the Central University of Technology Free State was very impressed with the conference as he believes that it raised issues that needed to be looked into such as the funding of WIL and the employment of students after their training.



Dave Meintjies

The workshop delegates were hosted at the DUT Hotel School to a dinner where all guests could socialize and network. The night was not only about SASCE but also the birthday of Professor Otieno. After singing happy birthday he said that he was very impressed with the Co-operative Education Unit at DUT because of the relationship it has with the students, "It is good to see that this event was coordinated by a unit that consists mostly of students and it has been this great success". Acknowledgements were accorded to Mr. Shakeel Ori and Mr. Brian Forbes who contributed to the success of the event and to DUT and the Co-operative Education Unit for organizing the Workshop and Forum event.

"QCTO takes off"

Acting CEO: Adrienne Bird and Chair: Wilson Nzimande

The newly created Department of Higher Education and Training took over the Skills Development section from the Department of Labour. This has resulted in the establishment of the board of the Quality Council for Trade and Occupations (QCTO). **Mr Wilson Nzimande** the QCTO Chairperson addressed the gathering and stressed the challenge of transforming workplaces into pedagogical spaces. He went on to clarify that the challenge centered on the re-landscaping of governance and funding models in addressing the skills development needs of the country.



Wilson Nzimande

The new QCTO will introduce a new learning sub-framework linked to the (NQF) National Qualification Framework called the Organising Framework for Occupations (OFO), now also registered with SAQA on the NQF 1-10 which will cater for an Occupational Learning System (OLS) with its own qualifications based on National Skills Certificates and National Occupation Awards.

The aim is to formally recognize and structure work experience within a learning system that is located in industry, quality assured and assessed by (CEP) Communities of Expert Practise as professional bodies.

The spin-off for WIL is that as part of the same ministry WIL could be registered by industry as a programme which will result in the students receiving a skills certificate for WIL, accredited at an NQF level with credits and funding.

Upon receiving a qualification a student may gain more work experience and as part of continuous professional development (CPD), accrue skills certificates which would lead to National Award Qualifications at NQF Levels up to level 10, (similar to Pr. Eng for engineers and CA for accountants all recognizing advanced work experience, competence to practise and professional status).

By working through the SETA's and the envisaged Occupational Qualifications sub-Framework of the National Qualifications Framework, learners will be able to engage in a progression of skills programmes that are academically on par with those offered by colleges and universities - all the way up to post-graduate level. These qualifications are designed specifically to meet the needs of the workplace.

The QCTO therefore has equal relevance to employers and skills development practitioners because NSDS3 has a stronger annual training and reporting requirement than its predecessors in order for the impact of the strategy to be assessed. Training providers, too, should take heed since one of the key principles of the strategy is to "advance the quality and relevance of skills development delivery and assessment systems, particularly in respect of the Occupational Qualifications sub-Framework". As a result the establishment of the QCTO will make life a lot easier and more meaningful for skills development practitioners.

Mrs Adrienne Bird, Acting CEO of the QCTO also addressed the audience and focused her presentation on the practical issues that could be translated into implementation. She explained that an occupational qualification was associated with a trade, occupation or a profession resulting from work-based learning and consisting of knowledge unit standards practical unit standards and work experience unit standards.



Adrienne Bird

She stressed that the success in implementing this system will depend on the successful establishment of *Development Quality Partners* and *Assessment Quality Partners*.

Development Quality Partners as a delegated function from QCTO has to convene a **Committee of Expert Practitioners** drawn from all SETA's and professional bodies where an occupation is practiced to scope the occupation and agree on the key tasks

Assessment Quality Partners also as delegated functions from QCTO are bodies recognized by the CEPs as competent to assess the qualifications and conduct external summative assessments against criteria set in partnership with DQPs. However certification will be a QCTO or delegated function.

Mr Nzimande appealed to the gathering to explore how we can structure and formalize partnerships in a manner that works for all of us. A programme of action is needed to capitalize on the whole public sector to create opportunities for learners given that the Seta's now all reside under the same roof. Who is going to rise up to mobilize? What are the short term, medium term and long term plans?

As SASCE we are committed to building these partnerships in line with our mission for the past 25 years. We will ensure that we use our networks to promote initiatives which are intended to provide enhanced learning experiences by linking work experience and theoretical knowledge into an integrated system,

SAQA- Acting CEO Joe Samuels promotes the Recognition of Professional Bodies linked to the NQF



Joe Samuels

Professional Body Status for WIL Practitioners?

Joe Samuels – SAQA Acting CEO speaks to us!

Mr Joe Samuels the SAQA Acting CEO gave an outline of the manner in which SAQA would recognize SASCE as a statutory or non-statutory professional body for the purposes of the (NQF) National Qualifications Framework.

A professional body could be constituted to represent or regulate a recognized community of expert practitioners recognized by SAQA in fulfillment of the following:

Criteria for Professional Body Status

- To protect the interest and the professional status of its members.
- To protect the public interest in relation to services provided by practitioners.
- Will show evidence of inherent social responsibility in advancing the objectives of the NQF.
- To be legally constituted with the resources to undertake its functions and adhere to good corporate governance practices.
- Develop, award and revoke its professional designations in terms of its own rules, legislation and/or international conventions.
- Monitor its professional designations in terms of its own rules, legislation and conventions.
- Manage the designations and disciplinary matters in terms of legislation and national conventions.
- Set criteria and promote and monitor continuing professional development (CPD) for its members
- Co-operate with the relevant QCs in respect of qualifications and quality assurance...
- Should not be accredited as a provider by a QC.

- Be involved in the development of a body of specialized knowledge.
- Not be registered as a provider with the Department of Higher Education and Training.

Policy Guidelines

- A professional designation shall be conferred by a professional body to an individual in the form of a title, status and/or registration number.
- A professional designation indicates registration of the individual with a professional body, and where relevant, the right to practice in the particular field of expertise governed by the professional body.
- Retention of the status is dependent upon compliance with the stated requirements of the professional body concerned.
- A professional designation must be registered separately from a qualification.
- A professional designation can be revoked in terms of the rules, legislation and/or international conventions of the recognized professional body with which it is associated.
- The same professional designations cannot be registered by more than one recognized professional body in South Africa.
- Professional designations awarded through international awarding bodies shall meet South African requirements as outlined in the policy and criteria for recognizing a professional body and registering a professional designation for the purposes of the NQF Act of 2008.
- Verification queries related to professional designations are the exclusive responsibility of the relevant professional body.
- SAQA will publish for comment its intention to register a professional designation in the government gazette for thirty (30) days to solicit any possible objections.
- SAQA may deregister a professional designation if the professional body which submitted the designation for registration no longer complies with the SAQA policy and criteria for the recognition of a professional body, and/or the professional designation no longer complies with the SAQA policy and criteria for the registration of a professional designation.
- A recognized professional body that has its professional designation(s) deregistered or declined for registration on the NQF has the right to appeal to SAQA within a period not exceeding sixty (60) working days.
- Following deregistration of a professional designation from the NQF, the relevant professional body is required to communicate deregistration, including the limitations on rights and privileges, to individuals in possession of the designation.

Criteria to register a member as a designated professional

- The application must be submitted to SAQA by the recognized professional body.
- Be monitored in terms of the rules, legislation and/or international conventions applicable
- Be part of a progression pathway which may include an occupational pathway.
- Be linked to a validated database of the names of individuals conferred the professional designation.
- Include an underlying qualification(s) which may include an occupational qualification(s).
- Include as general requirements, experiential learning recognition of prior learning and practical experience.
- Include as retention requirements continuing professional development (CPD) and adherence to a code of professional ethics/conduct.

In the conclusion of his presentation Joe Samuels also shared some interesting initiatives being supported by SAQA.

- A Career Advice services project. Ministerial project as it is critical for learners to get the right advice and how to navigate facilitation paths to making the correct career choices and study options. There is a 30 person helpline on Career guidance. Suggest a partnering with SASCE.
- Using FET Colleges as walk-in career advice centre's also helpline facilities. Partnership agreements to facilitate and manage such a service.
- Research Directorate. To deepen the understanding of workplace learning currently in place at Rhodes, Wits, KZN and now some UoT's
- Partnerships in the area of RPL. There are pockets of excellence but the system needs to be elevated through workshops toward a national strategy for RPL schedule for 23 Feb 2011

Kris Moodley creates great excitement with WIL Tracking and Management solution



INTELLIGENT TRACKING AND MANAGEMENT SYSTEM TO MANAGE WORK INTEGRATED LEARNING

The Higher Education Qualification Framework (HEQF) as Gazetted on October 2007 states that

“Some qualifications will be designed to incorporate periods of required work that integrate with classroom study. Where Work Integrated Learning (WIL) is a structured part of a qualification the volume of learning allocated to WIL should be appropriate to the purpose of the qualification and to the cognitive demands of the learning outcome and assessment criteria contained in the appropriate level descriptors.”

“It is the responsibility of institutions, which offer programmes requiring WIL credits to place students into WIL programmes. Such programmes must be appropriately structured, properly supervised and assessed.”

Mr Kris Moodley (Project Leader of OLIMS)
Director/ HOD: Department of Electronic Engineering

Whilst it may seem that HEQF is suddenly placing an unfair burden on Institutions offering Work Integrated Learning, this is not necessarily true. The responsibilities of work integrated learning had not changed for the past 40 years or longer. One may argue that previously, Universities were not responsible for the placement of students requiring work integrated learning. Whether it was a legal or moral obligation, if a student is registered for a 3 year qualification which included WIL, Universities were obliged to deliver to this contractual obligation. The obligation

would include the facilitation of all the teaching, learning and assessment activities of the qualification including WIL. The HEQF is simply articulating these responsibilities to ensure quality through consistency and compliance in the management of Work Integrated Learning.

Work Integrated Learning distinguishes graduates of University of Technology and Comprehensive Universities from graduates of the traditional Universities. The previous Chair of HESA recently commented on TV that work integrated learning should be expanded to traditional universities to address the problem of the high number of unemployed university graduates particularly from traditional universities.

The Institutional responsibility of managing the placement of students, ensuring that the programmes are appropriately structured, properly supervised and assessed, can be extremely daunting. The reason being, that work integrated learning activities are generally dispersed at different locations within the University and the students are dispersed at different locations in the country.

The Co-operative Education Directorate is responsible to ensure that WIL is appropriately managed and quality assured. This is an extraordinary task that requires an extraordinary solution.

ONLINE INTELLIGENT MANAGEMENT SYSTEM (OLiMS)

OLiMS is sophisticated intelligent online management software that was specifically designed to support the Co-operative Education Directorate to effectively manage all aspects of Work Integrated Learning at the Institutional level.

OLiMS uses technologies such as Sms's, Emails, and Call Centre's to intelligently automate all the Management processes of Work Integrated Learning. The system tracks all students from the moment they register at the University until they graduate with a qualification. OLiMS ensures that all WIL students in the system are accounted for, managed and monitored until Graduation.

OLiMS manages the Work Station Approval and Employer Certification process, the Automated Student Placement processes, the automated WIL Registration process, the Automation of the Onsite Visitation Scheduling Process, the Automation of Online Progress Reporting process, the Online Assessment Process, the Student Portfolio Management, Student and Mentor Feedback process, and the WIL Approval Process.

OLiMS also monitors students who had completed WIL but had not graduated with the qualification.

The system is designed to automatically prompt the respective role players timeously to carry out their designated tasks and duties. If there any tasks are not carried out within a window period, Alerts are sent to Supervisors at the Call Centre to trouble shoot and correct. OLiMS will not allow any of the WIL process to stall.

OLiMS integrates all the functionality with regular data transfers from the University ITS database.

Executive Reports

OLiMS provides a range of Statistical Executive Reports on the Status of Work Integrated Learning within the University, Faculties and Departments.

The current development of OLiMS

OLiMS is at the Alpha stage of development. This means that the software functionalities and the integrity of the system are being tested in-house.

It is intended to move to the Beta stage during the first quarter of 2011 and prototyped with live data at the Durban University of Technology.

The targeted date for the Release Candidate of OLiMS is 1 September 2011.

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Merseta and UJ contribution on Co-op Terminology



APPRENTICESHIP- LEARNERSHIP-WORK INTEGRATED LEARNING-INTERNSHIP-WORK EXPERIENCE etc **What are they? And more importantly.....what's the difference?**

*Contribution by Susanne Taylor (WIL Coordinator, University of Johannesburg
& Carmen Adams (Project Manager, merSETA)*

South Africa is eagerly awaiting the release of the National Skills Development Strategy III, a strategy that in the opinion of the authors paves the way for even closer partnership between the education institutions, the Sector Education and Training Authorities (SETAs) and industry. The recent announcement of the restructured SETA environment, with 21 SETAs playing their important role in the skills development arena is welcomed.

A first step to industry and education institution partnership formation with the aim of skills development is understanding the terminology, as each term is associated with a person at a particular education and skills level, with very specific training needs and requirements.

South Africa's **Apprenticeship** programmes are being revitalised. Apprenticeships are non unit standard based registered qualifications, governed by the sections 13 – 29 of the Manpower Training Act 56 of 1981. An apprenticeship comprises the integration of workplace and institutional learning and culminates in a national qualification. According to section 13 of Manpower Training Act an apprenticeship programmer's duration is four years. Apprenticeships are typically offered in technical trades such as fitting and turning, boiler making and hairdressing. Apprenticeships do a time of four years and are aimed at specific jobs, with persons passing the trade test being recognized as artisans.

The term **Learnership** refers to a vocational education and training programme, which combines theory and practice, culminating in a (majority unit standard based) qualification that is registered with the South African Qualifications Authority (SAQA). A person who successfully completes a learnership will have a qualification that signifies occupational competence and is recognized throughout the country. Learnership programmes also have a theory

and a practical component. Learnerships range from NQF Level 2 to NQF Level 8. Some higher education programmes have been aligned with learnerships (e.g. National Diploma Mechanical Engineering at NQF Level 6). Companies benefit from entering into learnerships by qualifying for tax rebates and stipends for the learners.

Learnership programmes are outcomes based, with learners needing to prove competence. Learnerships are career-focused, thus have a wider scope than a job-focused apprenticeship. Learnership agreements are signed between the student/learner, the training provider/lead education institution and the lead employer and are then lodged with the relevant SETA. Learnerships are generally temporary work contracts.

Many education programmes have periods of industry/workplace based components, which are a formal part of the qualification. The most widely used term for such structured learning in an approved authentic workplace where learning typically is supervised by an industry mentor is known as **Work Integrated Learning (WIL)**. WIL has evolved from being known as 'in-service; experiential training and experiential learning, with the term WIL referring to a distinct aspect of the more general umbrella term of experiential learning. This distinction is as a direct result of the emergence of service learning, which looks at creating engendering civic awareness and responsibility as part of a formal academic programme. Other terms for WIL are work-based learning, industry attachment and work-related learning. The education institution typically monitors and co-assesses the WIL, with students completing a logbook or portfolio of evidence to prove competence. WIL periods typically range for 3 -12 months and may result in a permanent job opportunity. WIL agreements are signed between the student and the company and are generally temporary work contracts. Companies may claim stipends towards the remuneration of WIL students,

Internship is the term most commonly used when a graduate (a student who has completed all aspects of a formal qualification) seeks to gain relevant work experience. Internships are usually formal, with graduates being placed onto a specific programme designed by the company. Internships are often used to identify and groom talent, and may also be termed talent programmes or graduate in training programmes. Internships are typically one or two years long, and may or may not result in a permanent job opportunity. Internship agreements are between the intern and the company.

Work experience is exactly what it says, experience gained by a person in a place of employment, either related to a field of study or of interest. No employment contract is concluded and the work experience is usually unpaid. The purpose of work experience is to provide experience of the practical aspects of a particular industry, so that information on a specific job may be gained. Work experience duration is usually dependant on the purpose.

Job shadowing is another concept related to those under discussion. Many schools expect learners to spend a week in one or more workplaces of interest to them to assist them in possible career choices. In this instance, job shadowing results in exposure to the world of and allows for some work experience to be gathered. .

All the above terms are somehow related to the wider concept of experiential learning. John Dewey is widely recognised as the 'father' of experiential learning, with David Kolb building on his work and developing the Kolb four-stage cyclical theory of learning. Interesting, sensible, reading, especially for practitioners in human resource development

Need more information? Want to participate in skills development?

See www.sasce.org.za or www.mersetza.org.za