



**Volume 1**  
**Number 1**  
**Sept 2007**

# SASCE Newslink

A NEWSLETTER OF THE SOUTHERN AFRICAN SOCIETY FOR CO-OPERATIVE EDUCATION

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**FOREWORD by:**

Prof Roy du Pré  
President: SASCE

Welcome to this issue of the SASCE Newslink. The Newslink will serve as a mechanism to provide a communication, news, dissemination, information medium on all issues involving SASCE and to keep SASCE members in the loop regarding Coop matters.

In the past two years, SASCE has operated within a very fluid and rapidly changing higher and further education landscape. Major mergers have occurred which had serious implications for SASCE and its Cooperative Education mission. In the comprehensive universities, the lack of understanding by the former traditional university counterparts posed a threat such as lack of appreciation of the importance of Cooperative Education, academic drift, and marginalisation of experiential Learning/work-integrated learning components.

Learnerships introduced by the NSA under the NSDS in the last few years have also created challenges for Cooperative Education. The merger of CTP and SAUVCA to form HESA has somewhat disposed of a protector/umbrella/supporter of Cooperative Education. In the light of all of the above it became very clear that SASCE had to chart a new course for the future. SASCE has since gone forth boldly to chart its course in the new educational landscape.

SASCE has established a full-time secretariat

which is presently based at Vaal University of Technology. This is to give substance to its intention to serve as the authoritative and professional voice of Cooperative Education, and to strengthen the future of Work-integrated Learning as an important and vital component of institutions dedicated to career-focused education.

The South African Technology Network (SATN), a comprehensive network of the universities of technology in South Africa, has also recently been established. The network will work in a similar way to the old CTP and CTM whose work was undertaken on behalf of the former technicians on a cooperative and project basis. The SATN has established six (6) project groups to further the activities of the university of technology sector, and SASCE has been designated as the project group for Cooperative Education and Work-integrated-Learning. This will enable SASCE to make a major input in the re-education process which will begin once the HEQF (Higher Education Qualifications Framework) is gazetted.

Community Engagement features strongly in the audit criteria of the HEQC. Service learning is where academic teaching/learning and research meets Community Engagement. SASCE has been at the forefront of clarifying what Service Learning is and how it fits into the Cooperative Education/Experiential Learning and Work-integrated Learning matrix.

I trust this issue of Newslink will contribute to place Cooperative Education in its rightful place at the forefront in higher and further education, the skills debate and the future of career-focused education in South Africa.

# SASCE Business

## SASCE Executive Committee 2007



Prof. RH du Pré  
SASCE President  
Vice-Chancellor Durban University of Technology



Mr. B Forbes  
SASCE Vice-President  
Director Co-operative Education: Cape Peninsula University of Technology



Mr. A Maphosa  
SASCE Secretariat  
Director Co-operative Education: Vaal University of Technology



Mrs S Taylor  
SASCE Additional Executive Office Bearer  
Head Co-operative Education: University of Johannesburg



Mr. S Ori  
SASCE Additional Executive Office Bearer  
Director Co-operative Education: Durban University of Technology

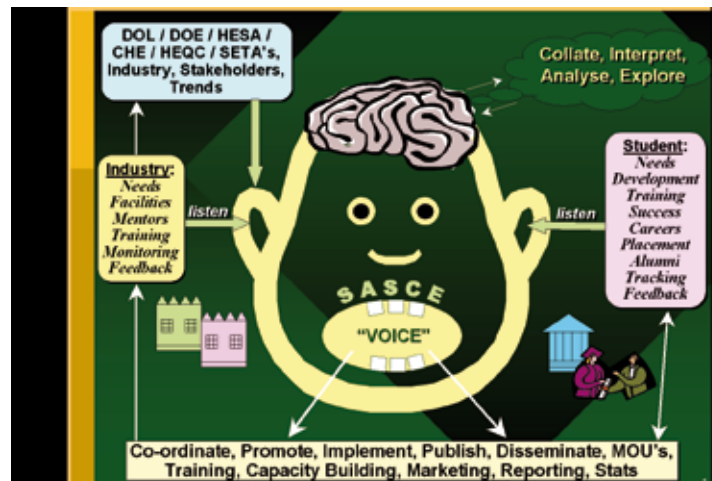


Dr. T Groenewald  
SASCE Treasurer  
Process Manager Work Integrated Learning: Unisa



Prof. G de Lange  
SASCE Past-Past President  
Director Academic Engagement and Collaboration:  
Nelson Mandela Metropolitan University

## A bigger and better voice for SASCE with our new business plan



Mr Brian Forbes, the Vice President of SASCE, was tasked with the project of developing the new SASCE business plan. Co-operative Education is a success primarily because students are able to graduate AND have the competitive advantage of entering the world of work with the benefit of accredited work experience related to their respective professional disciplines.

The South African Society for Co-operative Education (SASCE) acknowledges that changes in the higher and further education landscape and Skills Development priorities, has highlighted the need for applied knowledge and skilled professional workers who are socially responsible in contributing to national development and social transformation. SASCE's new Business Plan arose out of a review the 22 year journey of SASCE and its contribution in promoting co-operative education.

This Business Plan now proposes a new operational strategic shift for SASCE with four focus and activity areas that are aligned to the goals of ASGISA and JIPSA in tackling the current skills priorities in South Africa.

This new Business Plan strategy will:

1. Position SASCE as the accredited and professional voice on Co-operative Education.
2. SASCE will actively market Co-operative Education to establish national and international partnerships.
3. SASCE will build capacity linking curriculum and quality management for Work Integrated Learning.
4. SASCE will promote research & development capacity toward a body of knowledge on Co-operative Education.

These four goals are in line with the SASCE mission but we believe that we should become more proactive in assisting our membership to engage more meaningfully in quality implementation and this will have a direct impact on student success and academic throughput. SASCE is convinced that it can improve and enhance its contribution to the goals of the Accelerated Shared Growth Initiative of South Africa (ASGISA) and Joint Initiative on Priority Skills Acquisition (JIPSA) by creating an enabling institutional and organizational environment among its membership.

SASCE will support and promote improvements to institutional service delivery and quality that can leverage improved co-operative partnerships and also student placement opportunities. Industry's willingness to engage will make it possible for SASCE to give a national and regional perspective on successes, outputs, trends and research development activities.

SASCE believes that it can become a change agent that promotes career focused qualifications to meet skills and economic development priorities through job creation, entrepreneurship and economic empowerment.

## SASCE Personalities

### Inside the life of the SASCE secretary

The role of the Secretary is very critical to the advancement of any office or organization. Some call it the engine room of the organization others simply reduce it to the spokesperson. Behind SASCE is the enigmatic Alpheus Maphosa a ka Alphe. He speaks fondly about the Vaal University of Technology (VUT) and the Southern African Society for Co-operative Education (SASCE) and the Newslink spent some time with him to find out more about him and his concurrent roles:



VUT appointed him in May 2001 as Head: Co-operative Education at VUT and subsequently as the Director in 2004.

At VUT, he is credited with developing and implementing numerous initiatives that include amongst others:

- Policy
- Infrastructure (offices and ITS)
- Human and material resources
- Funding model

In the six years period of Coop engagement he has represented VUT at WACE Conferences abroad in countries such as Thailand, Netherlands, New Zealand, USA, China and Singapore. Similarly, he presented papers at Namibia and Botswana, and collaborate with Zimbabwe in Co-op matters.

In 2004 at the SASCE International Conference at Tshwane University of Technology, the SASCE AGM elected him as the Secretary. He was reelected in 2006 to continue taking the society forward. In 2006, SASCE agreed to expand the role of the Secretary to be more involved and VUT became the host Headquarters.

With his usual broad and usual smile, he laments that, were it not been his commitment to the development of Africa's workforce he could have not have sustained the pressure of the two roles. When Newslink asked him about SASCE, he is quick to mention the many highlights that he spearheaded:

- Establishment of an extended secretariat with its headquarters at VUT and a permanent society official, Mrs. Lena Dreyer who happens to be his PA.
- Directing the highly regarded 2006 SASCE International Conference at VUT.
- SASCE WIL Guidelines for the Management International Students Booklet.
- Assessed Marius Wessels book on Experiential Learning.

In his modesty, he referred us to a few projects that SASCE successfully handled:

- Communities of Practice with Higher Education South Africa which allows SASCE to participate in broader skills development and interventions with Government.
- ASGISA – JIPSA in collaboration with National Business Initiative (NBI) member companies (example 200 students benefitted in the project with Anglo American companies).
- EDTP SETA rollout of WIL support as part of NSDS 2005 - 2010 skills development strategy.
- Department of Public Works bursary roll out that benefitted 20 WIL students enrolled in scarce skills at different SASCE member institutions.
- Partnership with Red Bird Media – The SASCE NEW NEWS-LINK.
- SASCE as South African Technology Network sub-committee of WIL.

Recently he was a member of the World Association on Co-operative Education (WACE) selection committee for Ronald Maclaren Award and currently is on the organizing committee of the WACE Symposium on Work Integrated Learning to be held in the USA.

Between 2004 and 2006, he participated in the USAID TELP2 Project as Consultant to develop management capacity at the historically disadvantaged institutions and continues spreading the message by workshops on work based learning via VUT Unit for Lifelong Learning. His wife Neo and 2 years old Otsile form the pillars of his God given strength. He believes Coop is the solution to alleviate unemployment. He pays tribute to his colleagues at VUT and SASCE members for his progression.

## Groenewald, Thomas ( D Phil)



Thomas Groenewald is a registered Master Human Resource Practitioner (MHRP) and acknowledged Mentor with the SA Board of Personnel Practice (SABPP), and has more than 25 years experience in education, training and development. He completed a BA (Humanities) in 1981 and started an internship in Human Resource Management. He obtained the IPM Diploma in Personnel Management in 1982. He moved into training and development in 1983 and obtained the IPM Diploma in Training Management in 1984.

While employed at a mining house Thomas returned part-time to university in 1987 to complete a BA (Hons) in Training Management in 1988. In September 1995 Thomas joined the former Technikon SA, current merged with Unisa, where he is employed as Process Manager: Work-integrated Learning. In 1999 he commenced a MA (Human Resource Management), which he completed in 2000. In 2002 he started a D Phil (Leadership in Performance and Change) and graduated 11 September 2003. Thomas has been recognised as the top doctoral student in the module Models of Qualitative Research in April 2003, and the best student, top achiever and gold award winner of the Doctoral Programme in Leadership in Performance and Change on 23 April 2004.

Thomas explored the contribution of co-operative education in the growing of talent through a phenomenological research design. The literature review indicates the need for the growing of talent in South Africa, against the backdrop of international talent

struggles. It points out the need for collaboration between Higher Education and business enterprises in growing talent. The study derived the core properties of co-operative education, contextualised within the dysfunctionality of Higher Education in South Africa. The research identified several shortcomings regarding the practice of co-operative education, and pioneered the notion that the growing of talent can be enhanced through a co-operative education strategy. The D Phil dissertation is available on the Internet at:

<http://etd.rau.ac.za/theses/available/etd-02242004-101223/>

Thomas has supervised several Masters students in the MPhil: Leadership in Performance and Change programme at the University of Johannesburg. He published a chapter in a peer-reviewed book; three articles (two co-authored) in a peer-reviewed publication; an entry in an encyclopaedia; a dozen articles in accredited scientific journals; more than three dozen local and about a dozen international conference papers.

## WESSELS, Marius Lourens. (Philosophiae Doctor) (Teaching and Learning: Cooperative Education)

Marius Lourens Wessels is a born South African, and is a cooperative education practitioner, a microbiologist, biomedical technologist and environmental health officer.

After matriculation in 1968 at Roodepoort High in Roodepoort, he obtained the following qualifications i.e. ND in Microbiology, (1971) Technikon Witwatersrand; ND Biomedical Technology (Virology)(1972) Technikon Pretoria; ND in Public Health (1978)Technikon Witwatersrand; BA (1984) UNISA; BSc (Microbiology) (1989) PU for CHE; BSc (Hons)(Microbiology) 1990 PU for CHE; MSc (Microbiology) (1995) PU for CHE en BEd (Non-formal Education) (1997) PU for CHE and PhD (Teaching and Learning: Cooperative Education) at the North West University on 25 May 2007.



He accepted a post as lecturer at the Technikon Witwatersrand in 1973 in microbiology responsible for teaching undergraduate students in microbiology, biomedical technology and public health. In 1983 he accepted a position as lecturer at the Technikon Pretoria after which he entered the business world in 1990 as manager at Iso-Ster (Pty) Ltd, responsible for food-irradiation and the microbiology of medical, pharmaceutical and cosmetic products in the Gauteng region, in South Africa. He returned to the academia and entered the field of cooperative education as Coordinator in 1992 at the Technikon Northern Gauteng after which he was appointed as Director: Cooperative Education at the Eastern Cape Technikon in 1999 and Technikon North West in 2000. At present he holds the position of Director: Cooperative Education at the Tshwane University of Technology.

He is the author of a number of articles and papers in the natural sciences (microbiology) and in cooperative education both locally and internationally. He participated as study leader in some re-

search projects in industry in the field of microbiology and acted as consultant in the food industry in food microbiology. He is the author of a book on experiential learning with local and international recognition, presently used in higher education institutions in South Africa.

In his thesis, he developed guidelines for the implementation of cooperative education in higher education in South Africa. The purpose of the study was, by using a multidisciplinary study, to determine the status of cooperative education in higher education institutions and industry in the Gauteng region in South Africa. An empirical study on students and academic heads of departments in higher education institutions and supervisors in industry was used to determine the present position with regard to the basic principles and nature of and best practices of cooperative education. Thereafter, a conceptual framework with resulting guidelines were compiled for teaching and learning organisations.

He concludes that cooperative education as teaching and learning methodology is well established in higher education institutions, especially in universities of technology and comprehensive universities. It is also practiced in traditional universities, but there exists a need for proper management structures for cooperative education.

The study was performed under the leadership of Dr.J.M. Jacobsz from the North West University assisted by Dr P.E.J. Smit of the Tswane University of Technology. The thesis is accessible by contacting the library of the North West University (Pocsthef-stroom campus), tel (018) 299 1111

## Body of knowledge



### HRD, FTEs or JIT citizens? Professor Malaza, CEO, HESA

Hardly a day passes when another journalist, government minister or business leader doesn't bemoan the shortage of skills in the country. It is as if South Africa went to bed one night in early 2006 with enough skills on hand and woke up just after the launch of ASGISA and JIPSA in the midst of a radical skills shortage. In the pointing of fingers that has followed, the obvious culprits appear to be the schools on the one hand, but increasingly higher education has been accused of failing the economic needs of the country.



For universities and universities of technology, this has caused some degree of bewilderment. These institutions are not producing markedly less graduates than in the past, but they are being indicted as unresponsive institutions, out of touch with the needs of the country. If our graduation rate is relatively constant and if, for example we produced 120,053 graduates in 2005, the accusation seems to lie not so much in the quantity, but in the quality of our graduates.

We must first and foremost satisfy ourselves and convince the general public that we are fulfilling our true and genuine mandate. This historic mandate entails the task of making a civil society possible and effective, a task that is larger and more complex than the contribution to economic success, which unfortunately seems to be all that politicians seem to think is the main task of higher education. To me it seems that there is little questioning by the general public of whether higher education is playing this fundamental role. The question for us, within higher education, is of course how effective we are in producing graduates who are more than mere FTE units in the economic system but are well equipped to lead fulfilling and participatory roles in both work and social environments, including civic and political engagement.

There is no denying that higher education is essential preparation for life and work in an advanced economy. Modern economies require skilled workers who are well equipped to respond to the work environment. This imperative does not mean that we have to abandon the distinction between education and training. I am of the opinion that our curricula sufficiently distinguishes education from training and recognise where both are required, especially in fields that are overseen by professional councils and those that involve integrated work experience.

# Report Survey of Work Integrated Learning (WIL) Candidates

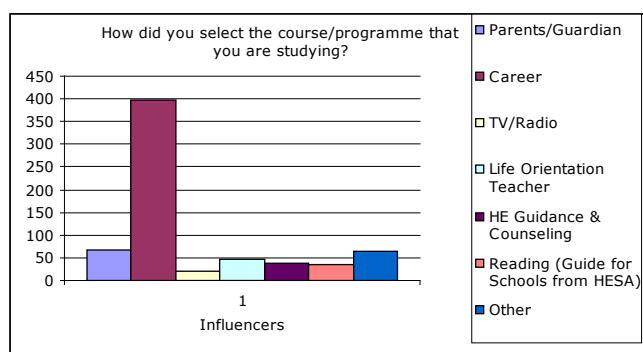
## BACKGROUND

HESA requested Umsobomvu Youth Fund to conduct a telephonic survey amongst students who are registered for WIL programmes and completed the theory part of their qualification, but have not yet been placed with employers to complete the WIL component of the curriculum.

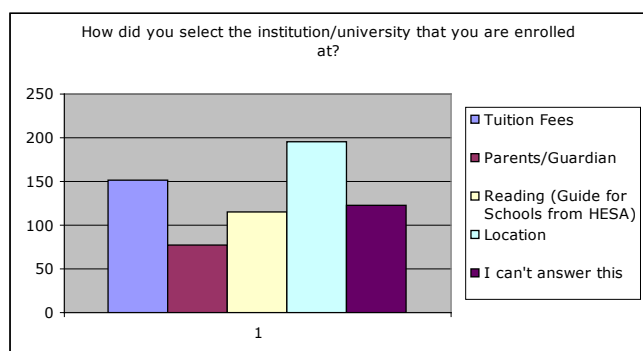
The survey was done during July and August of 2007 and the student database used was that submitted by institutions of higher learning during April 2007. The sample surveyed was 1160 candidates. A response rate of 57% was recorded.

Four questions were posed to those who participated. This was done at a very high level and future research will have to unpack what each of the responses mean. The original intention of this survey was to give us a base to work from.

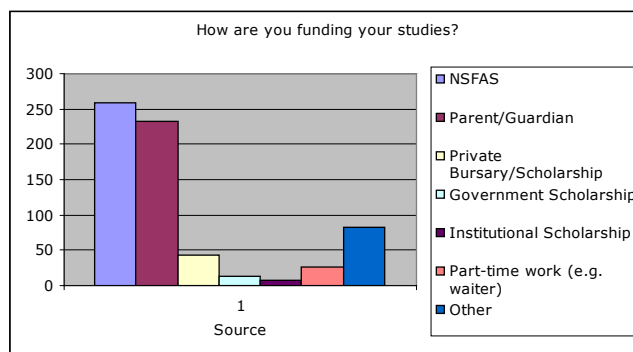
## RESULTS



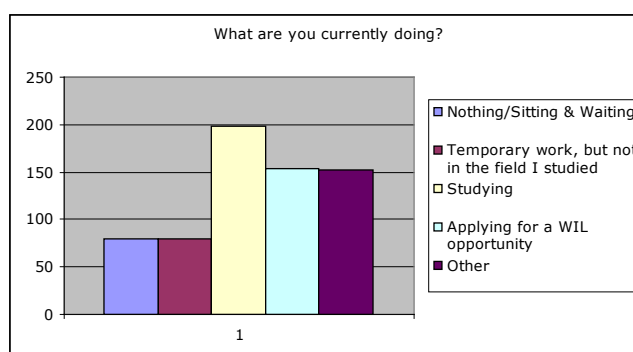
The overwhelming majority (59%) of candidates were influenced by what they know of the current career. Television and radio played an insignificant part (2.8%) in influencing the choice of study for these candidates.



29.5% of students indicated that the location of the institution greatly influenced their decision. This was closely followed by tuition fees (22.9%). A proportionally small number (11.7%) listened to their parents/guardians when it came to deciding where to study.



Most students (38.8%) are depending on funding from NSFAS. Parent/guardian support makes provision for funding for 35% of students surveyed. Government scholarships (2%) and institutional scholarships (1.2%) provide the least support in terms of funding student studies. A number of students (6.5%) work part-time in order to pay for their studies.



Most students (30%) are studying again. Another 23.3% are applying for employment opportunities in order to complete the WIL component of their qualification requirement. 12% are doing nothing and another 12% are working in temporary positions, but not in the field that they have studied.

## Concluding Remarks

1. Most students have a good idea of what it is that they want to study.
2. Television and radio has little influence in shaping students career choices.
3. Location of the institution together with cost of study, are major factors in deciding where to study.
4. Large numbers of students depend on NSFAS for their studies. This means that increasing numbers of students are/will be in debt by the time they qualify as NSFAS funding is formulated using a combination of both bursary and loan.
5. Parents or guardians contribute significantly to the funding of studies, whilst HEI and government scholarships are very insignificant.
6. It is encouraging that a substantial number of students are either actively applying for WIL opportunities or continue their studies. Of concern is the fact that a good proportion of students are either doing nothing or working in temporary positions, but not in the area that they have studied in.

## Recommendations

1. SASCE and HESA commission a research project to consider the value of WIL and that the outcome of the project be used as an advocacy instrument.
2. Launch an advertising campaign to "educate" and inform the

- public at large of work integrated learning/experiential learning.
3. Initiate an advocacy drive to get industry and government to invest in scholarships and bursaries for WIL candidates.
  4. Consider a sector-wide recruitment agency that specialise in the placement of students for WIL purposes.

### **Jody Cedras**

Interim Director: Higher Education Enrolment Services  
Project Manager: National Information Service for Higher Education Higher Education South Africa

## **Booklet on: Guidelines for the Management of WIL for the International Student**

Susanne Taylor and Alpheus Maphosa published a booklet on the Guidelines for the Management of WIL for the International Students:

The booklet was commissioned by SASCE and was targeted at students, employers and participating institutions to assist in engaging international students in WIL programmes. The booklet is based on NSDS 200-2010 and refers to numerous legislations that promotes international participation in WIL. Though the booklet refers to SADC region it could be applied in broader scope of internationalization of WIL.

## **Growing pains: Co-operative education at the University of Fort Hare. A perspective of a comprehensive University**

### **INTRODUCTION**

Co-operative Education as a distinct mode of learning and teaching is aptly thus called as co-operation is a prerequisite for its success, and the lack thereof is a guarantee for failure. That co-operative education has always been associated with the then technikon (now called Universities of Technology) sector, adds another dimension to the kind and level of challenges that traditional universities could expect to be faced with in their quest to practically embrace it. Embarking on introducing co-operative education in the traditional university environment during a period of transformation, offers both challenges as well as opportunities. This exercise could thus be as daunting and exciting as when one watches a limited overs cricket match or rugby game between South Africa and Australia.

### **CONCEPTION**

When this University faced one of its biggest challenges in its history in the late 90's, i.e. calls for its closure, a dedicated team was nominated to steer her out of the "intensive care unit" and away from the "mortuary". This team was directly led by the Chief Executive Officer of the institution, i.e. Prof Derrick Swartz. One of the outcomes of this exercise was to introduce a form of education that would enhance the quality of graduates that the university produces, and simultaneously rejuvenate its curricula as part of the process of ushering in an era of curriculum renewal. As could be expected, this was no easy task! In some quarters it is still not yet "uhuru".

## **OPPORTUNITIES AND CHALLENGES**

Whilst the introduction of co-operative education potentially offered the university a life-line it simultaneously had the potential to be an albatross. One major challenge to overcome centred around the fact that this mode of learning was traditionally associated with technikons. The traditional academic would not easily consent to be associated with the business of technikons, as these institutions are not considered to be "academic enough" – the perception is that they work with their 'hands', whilst the academic engages her/his 'mind' as a matter of routine.

Secondly, the higher education landscape was experiencing transformation at all levels, i.e. both at academic as well as administrative level. Academics were challenged to engage in curriculum development activities that reflected a new order – an order that set to challenge the status quo.

Another unique challenge that the university had to face was an exodus of academics – many of whom were absorbed by both national and especially provincial government. On the other hand co-operative education offered the university a unique opportunity to revamp its academic offerings innovatively at a time when curriculum development was the buzz word.

A serious challenge that we have yet to overcome at our Unit centres around staffing. Many colleagues on other established campuses have echoed the same sentiments around this issue, and much as their intention was to make one feel better, it actually had the opposite effect. It is a very discouraging situation when one is encouraged to grow co-operative education with a non-existent staff complement. Question is: "Can you develop co-operative education without any staff member?". The answer seems to be: "Develop co-operative education and everything else will follow". This kind of logic reminds one of one of the slogans of a South African political party. The old English expression comes to mind here: "Which comes first? The chicken or the egg?"

### **CO-OPERATION IN CO-OPERATIVE EDUCATION**

Internally it was – and to a lesser extent still is – extremely difficult to convince academics to embrace co-operative education fully. Initially academics were not comfortable with the prospect of engaging a mode of learning that they considered to be foreign to their shores. Every presentation on co-operative education would inadvertently be followed by the question: "what is co-operative education?". It ended up being very annoying and frustrating having to field the same question on numerous occasions, especially when the question is repeated by colleagues who should be part of the process of introducing co-operative education at this university.

The relationship with external colleagues, via networking through SASCE, proved to be strategically decisive. A workshop facilitated by SASCE General Secretary, Mr Alpheus Maphosa, at the end of 2004, played a major role in the promotion of co-operative education at the University of Fort Hare. Involving stakeholders who have been involved in this mode of learning earlier rather than later would certainly improve the chances of its successful and smooth implementation.

Co-operative education does not flourish as an isolated activity or venture on a university campus. Very important stakeholders or partners are more often than not located off-campus and are not always readily accessible electronically. This scenario poses serious challenges for the traditional academic who is used to inter-

acting in an environment that is largely homogenous. Interacting with colleagues at the placement site is a totally different and foreign experience for the traditional academic – the language that is used is different, as well as the style of approach. Whereas, as an academic, one is inclined to prove the worth of one's point of view, in this exchange/relationship one has to consider the relevance of one's position/view for the 'other'. It is thus not about what you think is right for you, but also about how that benefits your partner in this relationship.

Another major challenge faced was – and is – with securing sustainable relationships with potential employers/placement sites. Enthusiasm at the beginning does not automatically translate into a lasting relationship – it is very important to nurture an established relationship in order to guarantee its sustainability. It is important to assure this partner – at different levels – that the interaction is indeed mutually beneficial.

Networking with colleagues via SASCE can once gain be beneficial with regard to cultivating and sustaining relationships with potential employers. Most tertiary institutions – and especially the University of Fort Hare – attract many students from outside its immediate catchment area. Having a positive relationship with colleagues from another province (or country!) can assist in placing and monitoring students.

#### CONCLUSION

Two sitcoms come to mind when one examines the challenges faced by aspiring co-operative education practitioners, i.e. "Growing Pains and Family Matters". In these productions the focus on bringing up children is not only highlighted in an entertaining fashion, but also as a challenge that can be overcome by co-operation between family members.

When one considers a university as a family unit, and further considers the fact that co-operative education at this time in our (traditional universities) history is a toddler or at best a teenager, then there's much to be learnt from the mentioned sitcoms. Much as some debates border on the comic, the possible impact of resolutions resulting from such encounters forces everyone to work like a family that has the best interests of their off-spring at heart. As far as Fort Hare is concerned, one can comfortably conclude that most relevant members of the family are now singing the same tune! This change of heart has partly been brought about by networking and support received from a few colleagues in SASCE – this extended family includes individuals like Susanne Taylor, Brian Forbes, George de Lange and Marius Wessels.

Lastly, as is the case in most instances where the chicken and egg analogy comes into play, it depends on what one views as the chicken and what one considers to be the egg. One thing is clear though, there will be no eggs if there are no chickens!

Dr Mvula Yoyo  
MANAGER : CO-OPERATIVE EDUCATION  
TEACHING AND LEARNING CENTRE  
UNIVERSITY OF FORT HARE

## NMMU'S Commitment to experiential learning

The NMMU in collaboration with the Education Training Development Practice. Sector Education and Training Authority (ETDP SETA) recruited 22 learners for the purpose of Experiential Learning / Work Integrated Learning commencing 1 March 2007 for a period of 12 months. Candidates were placed on the three Summerstrand campuses within the following faculties and departments:

- Electrical Engineering
- Mechanical Engineering
- Centre for Academic Engagement & Collaboration
- Science
- Public Management
- Tourism
- Sports
- Stores

The learners entered into a workplace agreement with the ETDP SETA and are paid a monthly stipend of R2500 per learner.

Below is a list of successful incumbents:

Name	National Diploma
Mr Azola Mhlauli	Electrical Engineering
Miss Viwe Sitinise	Electrical Engineering
Mr Devin Graig Damons	Mechanical Engineering
Mr Khangelani Sidney Samela	Mechanical Engineering
Miss Abigail Alvira Chase	Public Relations Management
Miss Palesa Portia Nkojoa	Analytical Chemistry
Mr Kaya Booi	Analytical Chemistry
Mr Mbongeni Quma	Analytical Chemistry
Miss Bulelwa Virginia Mxaku	Analytical Chemistry
Miss Florinda Alexander	Analytical Chemistry
Miss Karin Elvira Roman	Analytical Chemistry
Mr Lusanda Nduna	Analytical Chemistry
Miss Charmelle Delray Snyders	Analytical Chemistry
Mr Thembelani Simon Phangalala	Analytical Chemistry
Miss Zoleka Mgwetyana	Analytical Chemistry
Miss Ntombekaya Gojela	Analytical Chemistry
Mr Skhumbuzo Lucky Mlambo	Analytical Chemistry
Miss Tembakazi Maqolo	Public Management
Miss Siphokazi Gratitude Cingco	Tourism Management
Miss Sina Theresia Maria Haller	Sport Management
Miss Sheron Khanyisa Zonke	Inventory & Stores Management
Miss Nthabiseng Tornotorno	Inventory & Stores Management

Other learners who are currently accommodated for Experiential Learning with the NMMU are:

Name	National Diploma
Mr Ruan Muller	Sports Management
Mr Fuzile Siyengo	Electrical Engineering
Miss Farren de Kock	Public Relations Management
Miss Nolubabalo Mini	Public Relations Management
Miss Liezel Oosthuizen	Public Relations Management

Name	National Diploma
Miss Elizabeth Roelofse	Public Relations Management
Miss Karlien Strydom	Public Relations Management

In total, the Nelson Mandela Metropolitan University is currently assisting 29 learners to complete their experiential learning component in order to graduate by the end of 2007.

Ronel Rizzo  
Senior Co-ordinator  
Co-operative Education & Service Learning  
Centre for Academic Engagement & Collaboration



Some of the students based at the North Campus

## UNISA: Business Model for WIL discussed

A workshop focusing on a Business Model for Work-Integrated Learning (WIL) was held at the Senate Hall at UNISA's main campus in Muckleneuk on 09 May 2007. This model, capturing the HECQ criteria pertaining to work-based learning was presented by Dr Thomas Groenewald, Process Manager of WIL.

Work-integrated learning (WIL) as element of a co-operative education programme is believed to produce graduates that 'hit the road running'. The WIL component renders competent individuals and is not only a differentiating dimension of vocationally-aimed higher educational programmes, but also of many traditional university programmes aimed at professions.



Mrs AT (Thandi) Ngegebule (Director: TSDL) presenting UNISA's SASCE membership certificate to Prof MC Maré, VP: Academic & Research

Prof MC Maré, Vice-Principal: Academic and Research who chaired the deliberations was presented with the UNISA's corporate membership certificate of the Southern African Society for Co-operative Education (SASCE). The ceremonial presentation of the certificate of membership served as a ceremonial commitment of service from the Learner Support and Student Affairs portfolio to the Colleges.

The deliberations generated several ideas that the WIL Business Model workgroup will take into consideration and explore further. Some of the most valuable ideas were shared.

The event was attended by academia, academic management, regional staff and management as well as administrative and financial support staff.



Mrs Thandi Ngegebule and Mr Alpheus Maphosa (Secretary of SASCE & Director: Co-operative Education at Vaal University of Technology) co-presenting SASCE's membership certificate to Prof MC Mare, while Dr Thomas Groenewald (Manager: WIL) looks on

# Past Events

**SASCE Forum Meeting  
01 – 02 March 2007  
East London Golf Club  
Hosted by Walter Sisulu University**



A formal gala dinner took place on 01 March 2007. The opening & welcoming was done by Prof. Balintulo, the Vice-Chancellor of Walter Sisulu University

## Industry Excellence Awards



The Cape Peninsula University of Technology proudly hosted their biennial Co-operative Education Excellence Awards Ceremony in the form of a gala Breakfast on the 24 May 2007 at their Bellville Campus auditorium. The Excellence Awards is an opportunity to celebrate and formally recognize our partnerships with industry and their meaningful contribution in preparing our students for careers through quality experiential learning placements, their offer of bursary schemes, advisory committee participation, examination moderation and other forms of collaborative education partnerships.

The morning event, starting at 7.00am, took the form of the “Oscar’s” with guests being welcomed with a red carpet reception under theater lights and a personal welcome by the Co-op male staff dressed up in tuxedos. The function was attended by about 200 representatives from industry, academics and senior management of the CPUT. The guest and key note speaker was Ms Chantell Illbury, a strategist and scenario planner and associated with the well known writer Clem Suttner.

All industry partners received a certificate of acknowledgement and the top twenty award winners (three for each of the six Faculties in the small, medium and large categories plus two special categories selected by the Co-op Department) were presented with Excellence Award Certificates by the Deans of the Faculties and the top company in each faculty received a floating trophy, made by students in the design and graphics departments.

Proceedings commenced with a warm breakfast, followed by the Ceremony and continued afterwards with more opportunities to network and to meet partners and friends from industry. By all accounts the event was a resounding success. The finalist of these Excellence Awards will be forwarded to the SASCE National Excellence Awards to be held in Durban in May 2008 at the next SASCE International Conference.



Brian Forbes, SASCE Vice-President & Shirley Levendal, Director of Co-operative Education



Prof. Anthony Staak, DVC: Academic (handing over award to Capital Ukubambisana Outsourcing Group)



Co-operative Education Staff

## SASCE Executive Committee Meeting. 12 & 13 April 2007

SASCE Executive Committee had a meeting on 12 & 13 April 2007, at the Vaal University of Technology. Institutions that were presented at this meeting include the Vaal University of Technology, Tshwane University of Technology, Cape Peninsula University of Technology, University of Johannesburg, Central University of Technology, Nelson Mandela Metropolitan University, Durban University of Technology, Unisa, University of Zululand and Walter Sisulu University. Higher Education South Africa (HESA) was also present on the 12th.

The 12th of April 2007 was earmarked by the attendance of the VUT Vice-Chancellor & Principal, Prof. Irene Moutlana who gave a speech on Co-operative Education and the importance thereof.

Mr. Jody Cedras and Mr. Tendani Mutasa from HESA also attended this meeting on the 12th to finalise the details of the CoP agreement between SASCE and HESA. Mr. Brian Forbes from CPUT gave a presentation on the new SASCE Business Plan.

The meeting ended on the 13th with a lunch with all Exco members attending.



Delegates at the Exco meeting with the Vice-Chancellor of VUT, Prof. IN Moutlana - The first woman Chancellor for VUT.

## 15th World Conference on Co-operative Education



297 delegates attended the conference from 27 different countries. South Africa was well represented.



Southern African delegates at the WACE Singapore Conference

SASCE would like to share shortened abstracts of the papers that were presented at the WACE conference in Singapore in June 2007 with the SASCE community who will not be joining us there.

### Preparation of Students for the Workplace: Focus on Women in the South African Workplace

Annie Moletsane (annie@vut.ac.za) and Susanne Taylor (staylor@uj.ac.za)

It is accepted good practice to prepare students for the work integrated learning workplace. South Africa is a developing country with a population of nearly 45 million in 2001. Of the 718 000 students in higher education in 2001, 54% were women.

As work integrated learning coordinators, the authors became aware of a need to pay additional attention to preparing the women students for the changing South African workplace. Further topics have been identified to better prepare the student for the reality of the world of work. These include sexual harassment and HIV/Aids, understanding their rights in the workplace, appropriate dress and assertiveness skills among others.

#### **Beyond international academic student exchange: Adding an international world of work experience**

Thomas Dobbstein (dobbstein@ba-ravensburg.de) and Susanne Taylor (staylor@uj.ac.za)

The Berufsakademie (BA) Ravensburg in Germany and the University of Johannesburg (UJ) (South Africa) have been cooperating in a successful academic staff and student exchange since 2004. Would it be possible to extend the academic student exchange to include an international work experience? At first glance, this may seem immediately possible. However, there are very real challenges to be overcome: language, finances, the fact that BA students are already employed vs. the situation of the UJ students who have to secure work integrated learning opportunities among others. The presenters are conducting a feasibility study to identify whether such an extension to the existing exchange is possible.

#### **The Development of Cooperative Education at the Vaal University of Technology**

Alpheus Maphosa (alpheusm@vut.ac.za)

This paper will mirror the evolution of cooperative education at the Vaal University of Technology (VUT) over the past five-year period. The audience will be taken through the history and the development of the co-op system that is proven to be operational and effective. The author will refer to the history of cooperative education in South Africa. The status of South Africa with specific reference to skills development and operating legislation form a key component of this paper. In conclusion, the author will forecast the future by highlighting the projected strategic objective of co-op at the Vaal University of Technology.

#### **Assessment of Work Integrated Learning for the Civil Engineering Diploma at a University of Technology**

Patricia Overmeyer (overmeyer@cput.ac.za)

This paper looks at the assessment of Work Integrated Learning (WIL) in the Civil Engineering Program at the Cape Peninsula University of Technology. Over the past few years, the WIL program has been extensively revised to accommodate the assessment requirements of the University and to ensure the quality of academic and practical work produced by the student in industry. In the constantly changing environment of Higher Education, it has been essential for the program to become adaptable to accommodate these changes while taking cognisance of the needs of industry and the Engineering Council of South Africa (ECSA). Preliminary findings raises concerns regarding the number and form of assessments as well as the type of assessment required of industry. These findings as well as future plans will be discussed in detail in the paper.

#### **A Success Story of the School of Tourism and Hospitality, Johannesburg South Africa**

Jane Spowart (jspowart@uj.ac.za), Anne Taylor (ataylor@uj.ac.za) and PH v/d Westhuizen (jamaica@uj.ac.za)

The economy of a country is dependent on the level of education of its citizens. A learning nation has the prospect of becoming

a winning nation (De Jager & HC Dicks, 2006). One of the remarkable partnerships that the School of Tourism and Hospitality (STH) has is with the Southern Sun Group that has announced its move from managing global brands to owning its own brands. The brand portfolio covers the whole market range from deluxe and premier hotels to economy, budget and timeshare. By 2007, 33 hotels will have been rebranded with the focus on service delivery tailored to meet and exceed guest expectations. This paper focuses on the research findings related to the success story of the STH students employed by this company.

#### **The Emergence of Small and Micro Companies as a dominant Industry Partner in Work Integrated Learning (WIL)**

Gordon Morris (morrisc@cput.ac.za)

Industry and Commerce plays a vital and pivotal role in Cooperative Educations integrated learning model. This role consists of, but is not limited to, structured learning, vocational experiences and evaluating reports/projects/assignments. In the past, large and medium size companies were the major industry partners, but a major shift has developed in the Mechanical and Industrial Engineering disciplines at the Cape Peninsula University of Technology (CPUT) with WIL opportunities having receded markedly. Conversely, this breach has predominantly been filled by the small and micro companies, up to 75% now being the WIL support base. This paper will attempt to explore and discuss how and why the WIL support base has shifted from the large and medium companies to the small and micro companies.

#### **Work Integrated Learning (WIL) In Entrepreneurship Education: A Prospective Model For South African Tertiary Institutions**

Shepherd Dhliwayo (sdhliwayo@uj.ac.za)

Work integrated learning in a number of fields such as engineering, or health is well structured, easy to design and under competent implementation. The same cannot be said about entrepreneurship or small business management. This challenge has become more pronounced with the expectation that the education system contribute to training entrepreneurs. This paper presents a prospective entrepreneurship training model that is grounded on experiential learning. It enables the production of small business owners or entrepreneurs instead of "entrepreneurship graduates". The paper argues that no entrepreneurship experiential learning can take place within the confines of the four walls of the classroom as is currently the case at most South African universities.

#### **The impact of a direct selling practical curriculum by means of pre-and-post profile measure on the profile changes amongst tertiary students Studying National Diploma Marketing at the University of Johannesburg**

Marius Wait (mwait@uj.ac.za)

The problem with cooperative education is that the benefits of such an intervention is undoubted for the primary stakeholders – industry, educators and students – but is difficult to substantiate. The study is to determine the impact of a direct selling practical component on the psychometric profile of students studying National Diploma Marketing Management. Since 2002, a practical sales module was introduced for the subjects of Personal Selling at first year level and Sales Management at second year level. Students only receive credits for these modules when given sales targets are reached. The UJ partnered with the Direct Selling Association (DSA) in South Africa for this project. The researcher used Holland's Self Directed Search questionnaire as the measuring and research tool and will share some of the findings to date.

## Learner Support And Co-Ordination Of Students On Work Integrated Learning Programmes

Brian Forbes (forbesb@cput.ac.za)

Collaborative education partnerships for work integrated learning highlights the responsibility of staff to enhance student learning outcomes for work preparation, placement, work-based learning, assessment and evaluation. The research in this presentation focuses on the qualities and competencies of staff to support the student during the experiential learning programme. The research highlights disparities in service delivery and the conclusion states that the co-ordination of work integrated learning requires a wide range of attributes from staff to liaise with students, academic staff and industry. Learner Support for work integrated learning therefore is not an add-on administrative workload but an academic support intervention that integrates into the curriculum.

### Award Recipients:

#### Donald MacLaren Award

Professor Neil Ward, PhD  
Professor of Analytical Chemistry  
University of Surrey, UK  
Presented By Christopher Pratt,  
Worcester Polytechnic Institute of Technology

#### John A. Curry Employer Award

Mr. Adrian Jefferies  
Expert Technologist – New Applications  
BP Castrol, UK  
Presented By Helen Oloroso,  
Northwestern University

#### WIL Student Achievement Awards

Mr. Ng Kiok Wee  
Materials Science & Engineering, Year Four  
Nanyang Technological University  
Presented By Paul Stonely  
Mr. Quek Shiwei Benny  
Business, Year Three  
Nanyang Technological University  
Presented By Paul Stonely

### Award Ceremonies:

Mr. Ng Boon Hwang  
Director, Office of Professional Attachments  
Nanyang Technological University

Mr. Paul Stonely, PhD  
CEO, WACE  
President, National Commission for  
Cooperative Education

We would like to extend our sincerest congratulations to all of the recipients! Your dedication to Work Integrated Learning is appreciated.

# Upcoming Events

## WACE International Symposium The Quest for Quality

13-15 NOVEMBER 2007  
The Mills House Hotel  
115 Meeting Street  
Charleston, SC 29401 USA



Register Online Today at [www.waceinc.org](http://www.waceinc.org)

### Announcing Keynote Speakers

Mr. Olof Blomqvist, Senior Advisor, President's Office, University West  
Title: "The European Approach to Quality Assurance of Higher Education"

Mr. Thomas Furman, Chairman and Chief Executive Officer, CDM  
Title: "Q = LE<sup>2</sup> (Quality Equals Learning Excellence Squared)"

Dr. Paul Harrington, Associate Professor & Associate Director, Center for Labor Market Studies, Northeastern University  
Title: "Measuring the Quality of Undergraduate Work Experience: Using O\*NET Data for Quality Benchmarks"

Dr. Ali Houshmand, Provost, Rowan University  
Title: "Six-sigma Approach to Evaluate the Effectiveness of Cooperative Education"

Ms. Tracy Montoya, Vice President, Segment Recruitment, Walt Disney World  
Title: "Living a Legacy of Quality: Sustaining a Meaningful Internship Experience"

Dr. Constantine Papadakis, President, Drexel University  
Title: "Drexel / Gallup's Human Sigma Project: Improving the Quality of Customer & Employee Engagement"

#### The Mills House Hotel

Make Your Reservations Today at [www.millshouse.com](http://www.millshouse.com)  
**Book By: October 5, 2007 to Receive the Conference Rate**

## 16th annual world conference on Work Integrated Learning

23-26 JUNE 2009  
Vancouver, Canada  
Hosted By Simon Fraser University

Visit Our Website, [www.waceinc.org](http://www.waceinc.org) for more information



and the  
SOUTHERN AFRICAN SOCIETY FOR CO-OPERATIVE EDUCATION



SASCE

invite you to participate in the

# SASCE 2008 INTERNATIONAL CONFERENCE

19 - 22 May 2008

International Convention Centre, Durban, South Africa

**CO-OPERATIVE EDUCATION @ WORK**

[www.dut.ac.za](http://www.dut.ac.za)

[www.sasce.org.za](http://www.sasce.org.za)

email: [sasce2008@dut.ac.za](mailto:sasce2008@dut.ac.za)

Conference subthemes overleaf



## SASCE 2008 CONFERENCE SUBTHEMES:

- Role of Higher Education and Further Education in Skills Development
- WIL in terms of the new Higher Education Qualification Framework
- Roles & Responsibilities: Public-Private Sector partnerships; SETA-Industry partnerships; SAQA; SETAs; Students; HE Institutions
- Research in Co-operative Education
- Morality, ethics, values and rights: Protecting stakeholders
- Commonalities and Distinctions: Co-op Ed.; WIL; Community Engagement, Community Service Learning; Learnerships
- Co-operative Education Challenges and their Resolution

## FORMAT

The format of SASCE 2008 will be:

- Symposia
- Seminars
- Workshops
- Paper presentations
- Poster presentations
- Exhibitions

## PARTICIPANTS: International and South African

1. Academics
2. Commerce & Industry
3. Government
4. Community Organisations
5. Co-operative Education Practitioners
6. HE Management
7. Students
8. Alumni

# Notices

## **SASCE President, Professor Roy du Pré appointed the third Vice-Chancellor and Principal of the Durban University of Technology.**

SASCE is pleased to announce that Professor Roy du Pré (PhD, Rhodes University) the president of SASCE, has been appointed the third Vice-Chancellor and Principal of the Durban University of Technology.

Professor du Pré was chosen because of his extensive knowledge of universities of technology; his considerable experience with management and leadership in higher education institutions, often under very challenging circumstances; his published record of scholarship on the history and politics of marginalized communities; his record of achievement in international networking and partnerships with universities of technology; his track-record of building teams on an inclusive basis; his ability to win support for and establish interdisciplinary research groups; and the widespread and consistent recognition of his integrity as a leader.

Professor du Pré won overwhelming support from the Selection Committee and unanimous acceptance from the Institutional Forum. Professor du Pré will be presented to the new Council of DUT for the endorsement of his appointment, following which it is expected that he will start his official duties.



# SASCE Collaboration

## **SASCE Partnership with SATN**



It is with great pleasure to announce the launching of the website for the South African Technology Network (SATN) [www.satn.co.za](http://www.satn.co.za) <<http://www.satn.co.za/>> .

From SASCE's point of view it is a welcome move as it incorporates co-operative education (Work Integrated Learning (WIL)) as one of the focus projects.

## **SASCE Partnership with HESA**



The Southern African Society for Co-operative Education (SASCE) Community of Practice (CoP) aligned to Higher Education South Africa (HESA). ([www.hesa.org.za](http://www.hesa.org.za))

The objectives of the CoP are to promote co-operative education in South African HE through:

1. Sharing of information and knowledge resources
2. Promoting best practices, including quality in co-operative education
3. Collaboration on national imperatives

## **JIPSA – AsgiSA**

SASCE supports JIPSA by engaging with participating companies and government departments with specific reference to Work Integrated Learning as one of the intervention strategies to improve skills capacity in South Africa.

## **Anglo American**



SASCE would like to acknowledge the cooperation enjoyed from Mr. Ben Msimang and Pre Rangasami from Anglo American.

### **Anglo American Companies:**

Anglo Coal  
Anglo Platinum  
Anglo Research  
Highveld Steel & Vanadium  
Kumba Iron Ore Mine  
Scaw Metals

# Supporting Institutions



The vision of the COOPERATIVE EDUCATION UNIT (CEU) at the University of Johannesburg is:

To support the University of Johannesburg's strategic plan by efficiently and effectively fulfilling its role as an academic support unit, interacting closely with internal UJ staff and external UJ partner organizations and communities to ensure that our UJ students benefit extensively from a high quality experiential learning experience, integrating knowledge, skills and values to become productive citizens.



To be at the heart of Technology Education and Innovation in Africa



It is the vision of Cooperative Education at the Tshwane University of Technology to serve as a leading model in Cooperative Education through ongoing collaboration with the relevant stakeholders to actively contribute towards a high standard, relevant workforce with a strong social responsibility, in a future orientated South Africa.



We strive towards preparing students for life after graduation, as we recognize the fact that we dare not prepare our students for unemployment ; the market of unemployment is saturated!



The Vaal University of Technology is committed to the development of higher education through Teaching and Learning, Research and Community Service. VUT serves as SASCE headquarters



Learn, wherever you are

Other supporting institutions:

- Mangosuthu Technikon
- Power Group Financial & Management Services
- Shoprite
- Educational Institute for Service Studies (Pty) Ltd
- Walter Sisulu University
- Oval International Computer Ed

**Published by:**  
Red Bird Media

**Compiled by:**  
Lena Dreyer  
SASCE Society Official

**Produced by:**  
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