

SASCE



**SOUTHERN AFRICAN
SOCIETY FOR
CO-OPERATIVE EDUCATION**

SASCE

A BUSINESS PLAN PROPOSAL

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LIST OF ACRONYMS

AGM	:	Annual General Meeting
APJCE	:	Asian Pacific Journal of Co-operative Education
ASGISA	:	Accelerated and Shared Growth Initiative for South Africa
CHE	:	Council for Higher Education
CTP	:	Committee of Technikon Principals
DoE	:	Department of Education
DUT	:	Durban University of Technology
ETQA	:	Education and Training Quality Assurance
EXCO	:	Executive Committee
FET	:	Further Education & Training
GMM	:	General Meeting of Members
HEI	:	Higher Education Institutions
HEQC	:	Higher Education Quality Committee
HESA	:	Higher Education South Africa
JCEI	:	Journal of Co-operative Education
JET	:	Joint Education Trust
JIPSA	:	Joint Initiative for Priority Skills Acquisition
MOC	:	Ministry of Commerce
MOU	:	Memorandum of Understanding
NAFCOC	:	National African Federated Chamber of Commerce
NBI	:	National Business Initiative
SACOB	:	South African Chamber of Business
SANPAD	:	South Africa-Netherlands Research Programme on Alternatives in Development
SASCE	:	Southern African Society for Co-operative Education
SWOT	:	Strength, Weakness, Opportunity, Threat
THEN	:	Technology Higher Education Network
USAID	:	The United States Agency for International Development
WACE	:	World Association of Co-operative Education
WIL	:	Work Integrated Learning

EXECUTIVE SUMMARY

The Southern African Society for Co-operative Education (SASCE), established in 1984, is a non-profit organization dedicated to promoting co-operative education as a partnership between academic institutions, industry, commerce and public sector. SASCE promotes the integration of academic studies with quality work based experiential learning, also known as work integrated learning. The key success of co-operative education is that 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 disciplines.

SASCE acknowledges that changes in the higher and further education landscape and the National Skills Development priorities, has highlighted the need for the application of new knowledge that requires the development of professional knowledge workers with globally equivalent skills who are socially responsible in contributing to the national development and social transformation (White Paper 3, 1997). This business plan presents a situation and SWOT analysis that sketches the backdrop to the SASCE journey over two decades. It then proposes a new operational strategy and implementation plan with four strategic focus areas that are aligned to the goals of ASGISA and JIPSA in tackling the current skills revolution.

The new role for SASCE as a national coordinating and convenor body will position SASCE as the accredited and professional voice on Co-operative Education. SASCE will actively market Co-operative Education to establish national and international partnerships through a representative membership database. SASCE will promote and build capacity linking curriculum development and quality management for Work Integrated Learning. SASCE will also promote research & development capacity toward a body of knowledge on Co-operative Education practice and publication. The business plan also outlines a proposed approach to governance and management of SASCE and explores some of the financial strategies and funding options to give effect to operational implementation.

The above are all in line with the current SASCE mission but we believe that we need to be more proactive in assisting our membership to engage more meaningfully and this will have a direct impact in delivering outputs that will enhance our contribution to the national skills provision and accelerated economic development goals. SASCE is convinced that it can improve and enhance its contribution to the goals of ASGISA and JIPSA by creating an enabling institutional and organizational environment among its membership that can leverage improved co-operative partnerships and governance that will improve student graduate competencies. SASCE will support improvements to institutional service delivery quality and industry's willingness to engage, will make it possible for SASCE to give a national and regional perspective on trends, research, developments and activities.

SASCE believes that it can enhance its contribution as a change agent that promotes career focused qualifications as a contribution to the national skills and economic development priorities.

2. A SITUATION ANALYSIS

2.1 Who is SASCE?

The Southern African Society for Co-operative Education (SASCE) is a non-profit organization dedicated to supporting interested individuals and institutions in integrating academic studies with quality work based experiential learning, also known as work integrated learning. SASCE actively advocates and promotes co-operative education throughout Southern African between academic institutions, the business world and community organizations.

The **mission of SASCE** is to foster the practice of co-operative education and facilitate the participation of all stakeholders in Southern African through promotional and educational activities. SASCE strives to fulfill its mission by:

- Promoting co-operative education as an effective educational philosophy.
- Encouraging and promoting co-operative education research, development.
- Encouraging the establishment of information resources on co-operative education.
- Creating opportunities for dialogue between practitioners of co-operative education at regional, national and international levels.
- Formally recognizing excellence in the practice of co-operative education by organizations and individuals.

2.2 Historical Overview of SASCE

The South African Committee of Technikon Principals (CTP) established SASCE in 1984. The society has grown substantially since 1984 has established several international links and in 2003 decided to expand its horizons and change its name to the Southern African Society for Co-operative Education.

The following members serve as the Executive Committee:

President	Prof. Roy du Pré	Vice Rector: Academic Vaal University of Technology
Vice-President	Mr. Brian Forbes	Director: Co-operative Education Cape Peninsula University of Technology
Secretary	Mr. Alpheus Maphosa	Director: Co-operative Education Vaal University of Technology
Treasurer	Dr. Thomas Groenewald	Process Manager: Work-integrated Learning UNISA

Additional Executive Office Bearer	Ms. Susanne Taylor	Director: Co-operative Education and Placement Unit University of Johannesburg
Additional Executive Office Bearer	Mr. Shakeel Ori	Director: Co-operative Education Durban University of Technology
Past President	Prof. George de Lange	Director: Academic Engagement Nelson Mandela Metropolitan University

2.3 Achievements, Highlights, Networks and Beneficiaries

Over the past two decades SASCE has established itself as a known brand in academia and the business world, for advancing the interest of students in promoting career focused qualifications and work readiness through co-operative education programmes. SASCE has a literature base and archive of publications on its website that promotes policy, best practice and capacity building initiatives.

SASCE also hosts a national conference every two years at centers all over South Africa and all proceedings are published. SASCE is also affiliated to the World Association of Co-operative Education and is represented on the WACE Board. We actively engage in international conferences organized by the World Association of Co-operative Education (WACE). A WACE Conference was hosted in Cape Town in 1997. SASCE regularly runs workshops that coincide with bi-annual Forum meetings to promote discussion and debate on key issues affecting co-operative education practices. We have also partnered with Unitech in hosting Co-operative Education Conventions to expand and build partnerships and to promote co-operative education.

Partnerships and networking are a key aspect of SASCE involvement and over the years we have established and contributed to discussion, facilitation and policy formulation. A few examples of such partnerships would include links with:

- Department of Labour and the SETA's
- Department of Education
- Council for Higher Education (CHE)
- Higher Education Quality Committee (HEQC)
- Higher Education South Africa (HESA)
- Business Unity South Africa (BUSU)
- ASGISA and JIPSA programmes
- Department of Trade and Industry
- Department of Science and Technology
- NAFCOG and SACOB

- Journal of Co-operative Education (JCEI)
- Asian Pacific Journal of Co-operative Education (APJCE)

SASCE also regularly acknowledges and recognizes excellence in the practice of Co-operative Education by its members, through merit and excellence award ceremonies, presented at the national conference gatherings. This affirms and confirms the benefits of participating in Co-operative Education. Some of these benefits and learning outcomes and are listed below for the following beneficiaries.

2.3.1 **Benefits of Co-operative Education to Students**

- Their early understanding of the commerce, industry and the public sector is ensured
- It enhances and confirms their career choices
- It improves learning retention
- Integrates learning, skills and competencies
- Develops career work records and hands-on experience
- Develops maturity, self-confidence, independence and communication skills
- Preview of potential full-time employers
- An income while learning
- Improves employability after qualification

2.3.2 **Benefits to Commerce and Industry**

- Opportunity to observe and track students for permanent positions
- Participation in improving the national skills base and development initiatives
- Helps to motivate permanent staff for life-long learning
- Strengthens links or ties between industry and educational institutions
- Cost effective use of students productively while in training
- Identification of internal training needs
- Alignment to learnership agreements and staff development initiatives
- Institution laboratories can be made available for industry R&D projects

2.3.3 **Benefits to Academic Institutions**

- Companies formal input keeps the curricula current
- Promotes mutually beneficial partnerships with industry and government
- Provides real-life experience for students rather than academic textbook delivery
- Academics have access to the latest technologies by using the world of work as an extended lecture theatre.

- Academic institution facilities are used more efficiently by moving students between academic lectures and the workplace.
- Institution laboratories can be made available for industry R&D projects

2.4 A Conceptual Framework of Co-operative Education and Terminology

Co-operative Education is a philosophy of learning that promotes enhanced learning for students, based on co-operation between an academic institution, industry, commerce and the public sector (HEQC 2004). Co-operative Education in practice is an education model which formally integrates the student's academic and career interests with productive work. It provides students with planned, supervised and evaluated off-campus work experience which complements academic study and career goals.

Work Integrated Learning

Some qualifications are being designed to incorporate periods of required work that *integrate* with classroom study. This is called Work Integrated Learning. 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. It is also the responsibility of institutions, which offer programmes requiring WIL credits to place students into WIL programmes. Such programmes must be structured, properly supervised and assessed (HEQF 2006).

2.5 Definition Clarification

In an attempt to gain definitional clarity on the relationship and link between learning and work, SASCE acknowledges and recommends an international initiative that explored opportunities for learning and providing work experience theories, as researched by the University of Leeds (1996). A project team from the University teased out **three aspects** that linked learning to the world of work namely; learning **for** work; learning **at** work; and learning **through** work (Seagraves, et al., 1996). SASCE believes that the following research clarifies the subtle differences between career focused, experiential learning and work integrated learning.

2.5.1 Learning for Work

Learning **for work** broadly encompasses anything that has a vocational or career focused intention and originates or is delivered from schools, colleges or even learning media such as television.

Co-operative Education would embrace this as an umbrella term that promotes learning for work through partnerships that prepare students for careers.

2.5.2 Learning at Work

Learning **at work** relates to training and development that is work-based delivered at companies. Learning in this authentic context enhances knowledge and competencies by the very nature of the experience of the student in the workplace. This is learning by experience or experiential learning.

2.5.3 Learning through Work

At the heart of learning **through work** is the process of engaging the student in specific work-based tasks where such learning and experiences can be evidenced and assessed as **part of and integrated into the curriculum** within the academic institutions. This integration within the curriculum as a continuum is work integrated learning.

The common denominator to all these modes of learning and work is the need to establish partnerships for co-operation and collaboration between academic institutions and external stakeholders in industry and the community as illustrated in figure 1 below. This clearly positions **Co-operative Education** holistically at the centre as a philosophy of learning that promotes the concept of enhanced learning based on the co-operation between education institutions and industry, commerce and the public sector (HEQC 2004). Over the years, methodologies and practices have evolved along with new and nuanced terminologies. Some examples are indicated below:

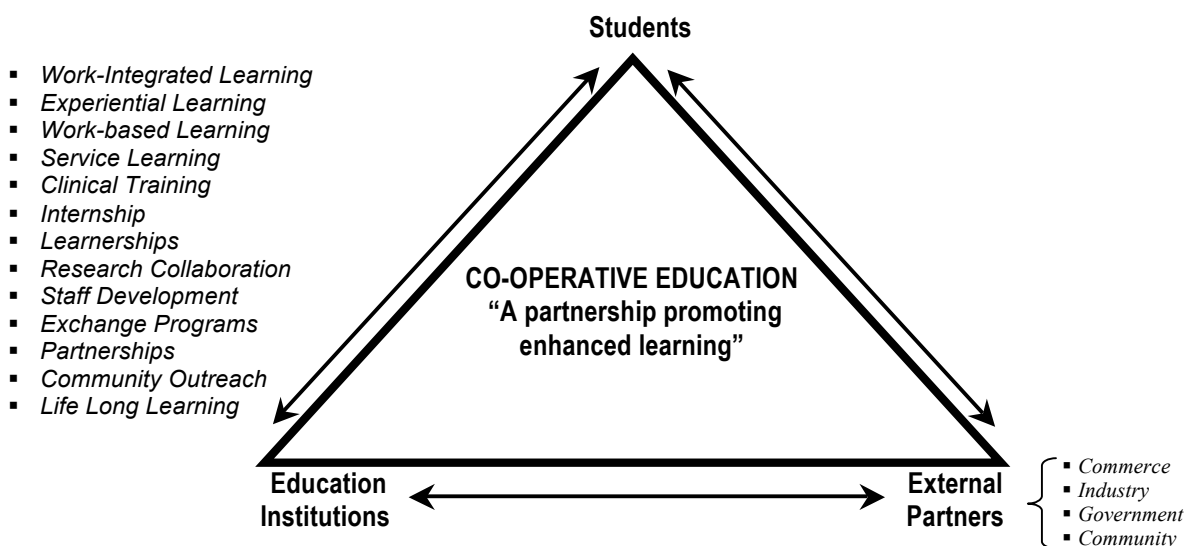


Figure 1: Co-operative Education Partnership

Service Learning

The purpose of service learning is to engender a sense of civic responsibility in students, enabling them to share the knowledge, skills and attitudes learned during their studies with civic society.

It aims at developing a student's life skills and awareness of personal, social, cultural values and respect for and understanding of others thus leading to more responsible citizens. Service learning engages students in activities where both the community and students are primary beneficiaries and where the goals are to provide services to the community and to enhance student learning in a reciprocal partnership. Therefore co-operative education and service learning share the goal to enrich the students understanding of course content and discipline (HEQC / JET 2005).

The diagram in figure 2 sets out a logical hierarchal status of current terminologies and shows the interrelationship and links to learning and work within the current South African context. Co-operative education as the overarching philosophy emphasizes the collaborative partnership to enhance student learning for the workplace. Experiential learning acknowledges the experience that will be acquired in the discipline context which occurs at work (also work-based) and therefore the contribution of learning for work. Work integrated and service learning distinguishes between the industry and community based contexts respectively and goes further in prescribing a direct link to the curriculum as a structured and credit bearing requirement within a qualification that best illustrates learning through work.

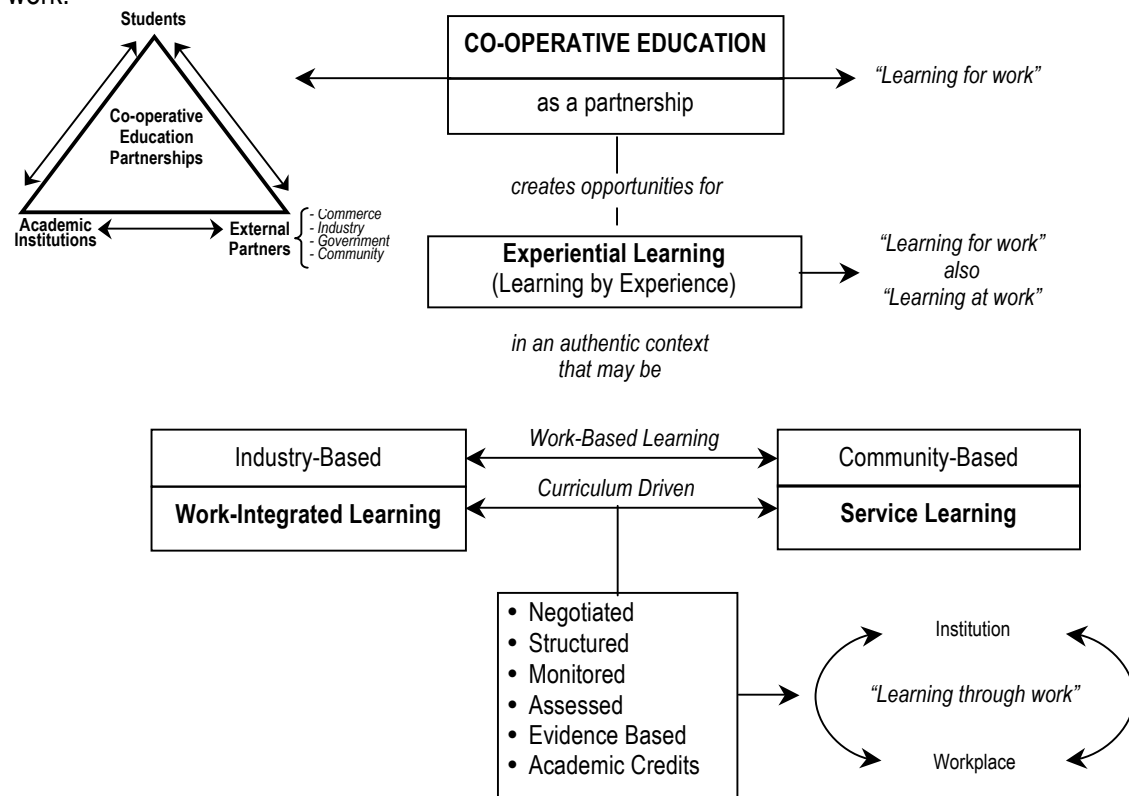


Figure 2: Terminology and Definition Clarification

3. SWOT ANALYSIS OF SASCE

The strengths, weaknesses, opportunities and threats presented here are based on the results obtained during workshop sessions at SASCE Forum meetings.

3.1 Strengths associated with membership of SASCE

- SASCE has been in existence for 21 years and is a known and respected brand on Co-operative Education.
- SASCE through its membership has strong support from senior managers and academics in academic institutions.
- SASCE has recognized links and enjoys credibility with key stakeholder groupings in Government, business and civil society.
- SASCE serves as a national link in the partnership between students, academics and external stakeholders to promote the ideals of co-operative education.
- SASCE as the recognized voice on co-operative education has made contributions to policy and quality assurance provision.
- SASCE is driven by a well qualified and experienced executive committee who are passionate and committed to the future of co-operative education.
- SASCE has produced valuable documentation on policy formulation, quality management and has through its membership contributed over the years to papers at national and international conferences which are well documented.
- SASCE serves as the national link and interface between academic institution, industry and community partners through its regular Forum meetings and it's AGM that coincides with the bi-annual International Conferences.
- SASCE plays a co-ordinating role in gathering information on student placement performance and recognizes excellence in the performance of co-operative education service delivery.

3.2 Weaknesses that inhibit the potential of SASCE

- The Current SASCE executive Committee members are heavily committed in their respective institutions and therefore experience difficulty in allocating dedicated time to SASCE matters.
- SASCE membership base does not represent a balanced mix of stakeholders and has more representation from academic higher education institutions than industry and college partners.
- The SASCE website is up and running but the full potential in not being exploited due to financial and time constraints.

- SASCE membership recruiting strategy is weak as it experiences some difficulty in demonstrating the benefits and added value of SASCE membership.
- Formalized links at the operational level with practitioners in institutions and industry is weak and hence makes it difficult to engage meaningfully as a sustainable support body.
- SASCE has no regional organization structure which limits interaction only at a national level through Forum meetings.
- Attendance at Forum meetings is characterized by limited representation due to budget constraints of institutions having to fund travel and expenses to meetings.
- Student representation at SASCE meetings and participation at events is limited and needs to be revisited.
- There is limited research output on various aspects of Co-operative Education and a limited knowledge base as a result.

3.3 Opportunities for SASCE in the external environment

- SASCE is ideally positioned to be an effective co ordination and voice of co-operative education to its stakeholder partners.
- SASCE can be the powerhouse and resource centre for all co-operative education activities and could disseminate a wide range of materials and information on co-operative education and related matters.
- SASCE as a national competence can co-ordinate and provide an analysis of useful information and research data that can benefit outside organized business and Government in their programmes to advance skills provision, human resource development and socio-economic development.
- SASCE can report on student success in co-operative education programmes and can monitor the progress of alumni in the world of work.
- SASCE can embrace and profile alumni success as a motivator to new companies and student membership.
- SASCE can gain perspectives and insights into future industry needs and scarce skills requirements and feed this back to assist institutions in their programme and qualification mix.
- SASCE can gather information on student throughput and graduation work placement successes which can assist in future enrolment planning at institutions.
- SASCE can continue to expand its marketing strategy and promotional activities to engage with a wider pool of related expertise. This would foster a culture of on-going engagement through hosting and participating in events and conferences regionally, nationally and internationally.
- SASCE could introduce a blogg for the Southern African Co-operative Education community to facilitate active discourse.

3.4 **Threats in SASCE added value potential**

- SASCE must keep abreast of the latest developments in technology through co-operative education. Reluctance to do so could cause a loss of interest amongst role players and students.
- SASCE needs to urgently promote and facilitate research on Co-operative Education to develop and consolidate a credible knowledge base.
- SASCE has to explore options for funding support to make it possible for SASCE to offer meaningful added value service delivery to its membership.
- SASCE must protect the internationally recognized and 100+ years old history of Co-operative Education practice and vigorously defend the influence of new terminologies.
- SASCE needs to embrace new methodologies such as service learning and learnerships that seek to target specific constituencies but should be wary of attempts to give credibility to untested practices with questionable track records that could jeopardize the credible track record and the successes of co-operative education.
- SASCE must be realistic about the new challenges in the education and training landscape in South Africa along with the uncertainty and confusion that it creates. SASCE should therefore take the higher ground and its rightful place, by being proactive about its ability to take their contribution to new heights.
- SASCE must be wary of possible attempts by some disillusioned members who would view new initiatives within SASCE in a negative light and who would go the extra mile to discredit the name of SASCE.

4. **A NEW STRATEGY**

4.1 **Overview of the External Education and Training Environment**

Education, training and skills development are key elements of the Governments Accelerated and Shared Growth Initiative for South Africa (ASGISA), whose interventions are designed to help halve unemployment and poverty by 2014. The shortage of skills has been identified as the single biggest impediment to the success of public infrastructure and private investment programmes.

The Joint Initiative for Priority Skills Acquisition (JIPSA) will help to accelerate processes to address priority skills. ASGISA's other intervention will focus on improving the quality of education, inter-departmental initiatives in training and skills development, and investment in high level skills production. Therefore JIPSA will support the alignment of FET and HEI in their work of producing graduates that we can employ, who meet the demand and needs of employers in the public and private sector.

Established educational institutions such as universities and FET colleges will always be the back-bone for the training that JIPSA will need. JIPSA cannot succeed without standing on the shoulders of these core institutions.

It is against this back drop that SASCE wishes to foreground and celebrate the efforts of the former Technikons in embracing and promoting co-operative education by alternating academic studies with quality work based experiential learning, also known as work integrated learning. Experiential learning has in some respects struggled to emerge as a transformative force in higher education and is instead being blurred, expanded or displaced by redefined and nuanced terms such as work integrated and service learning. The State funding of experiential (work-based) learning has been questioned in the perceived absence of nationally approved quality, structured and integrated learning programmes. This is in part due to the lack of targeted state funding of resources to develop, support and maintain the academic and pedagogic rigour of off-campus student learning experiences.

SASCE as an organization is dedicated to supporting co-operative education partnerships and practices between academic institutions, the business world and community organizations over the past twenty one years. SASCE is therefore greatly encouraged by recent shifts in policy and initiatives by Government to confront skills development as a national priority. This new approach also impacts on the role of higher and further education in reconstruction and development that includes high level skills training, the training and provision of person power to strengthen this country's enterprises, services and infrastructure. This requires the development of professional and knowledge workers with globally equivalent skills but who are socially responsible and conscious of their role in contributing to the national development effort and social transformation.

The above challenges and initiatives dovetails with SASCE's original mission to foster the practice of co-operative education and to facilitate the participation of all stakeholders through promotional and educational activities. As a non profit organization SASCE encourages and promotes co-operative education research, development and expertise. It creates opportunities for dialogue between, and gives direction to, practitioners of co-operative education at regional, national and international levels. SASCE also recognizes excellence in the practice of co-operative education by organizations and individuals, with regular recognition awards and certification.

SASCE believes that the collective experiences of its co-operative education partners and the successes to date in preparing students for the world of work positions us ideally to make a direct and meaningful contribution to issues of curriculum design, quality management and service delivery of qualifications with a work integrated learning component. SASCE will therefore actively seek alliances with organizations and bodies such as HESA, HEQC, ETQA's or any new envisaged Quality Council that will cater for trade and occupational type quality interventions.

SASCE membership represents HEI, FET and Business and is therefore ideally positioned to support academic institutions in quality service delivery and promotion. SASCE will also interface with all external stakeholders to advance the national agenda of a knowledge society with relevant skills, toward achieving the goals of JIPSA and ASGISA.

4.2 Positioning the "new" SASCE

At the end of 2005, the SASCE executive met at Makaranga outside Durban to consider the role and relevance of SASCE, given the changing educational landscape, as well as the renewed national focus on skills and human resource development as part of the Accelerated Shared Growth Initiative by the South African Government (ASGISA). During 2006 SASCE also played a direct role in the JIPSA initiative by co-ordinating the supply of information on student placement opportunities with some of the large corporate organizations, as part of the drive to fast track available skills provision into the economy. SASCE agreed to expand the services of the secretariat to ensure sufficient capacity to meet the demands and deadlines of the project.

The SASCE executive therefore decided that the time has come for SASCE to consider a move away from just being an association that promotes and supports co-operative education to an organization with more of an operational and delivery focus to play a more direct role in co-ordinating and facilitating the provision of a service and support that will advance the national priority skills development agenda.

4.3 Strategic Focus Areas

After examining the outcomes of the SWOT analysis and the implications for the future role of SASCE, the executive referred back to their SASCE Strategic Plan of 2004 and has now identified four new strategic directions for SASCE in 2007 and beyond. SASCE would focus and position themselves nationally to mediate and deliver as the professional interface between industry, communities and academic institutions. The four strategic focus areas are the following:

1. To position SASCE as the authoritative voice and accreditation body for Co-operative Education.

2. To actively market Co-operative Education and to establish national and international partnerships through a representative membership database.
3. To promote and build capacity linking curriculum development & quality assurance for Work Integrated Learning (WIL).
4. To promote research and development capacity toward a body of knowledge on Co-operative Education practice and publication.

4.4 **Added Value to Beneficiaries**

It is envisaged that as SASCE positions itself to profile and co-ordinate national and regional strategies, by lending support to operational practices, it can use a wide range of communication and networking mechanisms to promote and report on achievements and successes. SASCE could also co-ordinate and profile membership needs and encourage research on a range of topics in support of the ideals of Co-operative Education.

Over the two decades of co-operative education practise one of the shortcomings has been to showcase best practise and to highlight some of the constraints that members have to grapple with to maintain a quality service to our students. Many success stories go unnoticed and SASCE could add value to its membership by improving these shortcomings in the marketing and communication of co-operative education

4.5 **Influencing the National Agenda**

SASCE, through its policy and best practise guidelines encourages its membership adherence to statutory quality compliance based on evidence based outputs as part of quality review and improvement. SASCE has developed and disseminated audit criteria templates to assist members to gather a wide range of statistics and reports on student experiences, industry views on their needs in relation to student curriculum preparedness and the quality of student throughput given their experiential learning placement.

The role of Advisory Committees and their contribution to curriculum development and assessment can be documented and recorded. Many institutions do engage in these practices but not all are consistent in the outputs they generate and the information does not always serve to monitor trends and influence future strategy.

SASCE believes that it can serve as a facilitating body to accredit and assist organizations to set up and build capacity by actively engaging in training and quality promotion. As institutions progress in their quality assessment and review programmes SASCE could gather and summarize very useful outputs and report on trends and successes that could influence regional and national skills priorities.

5. OPERATIONAL OBJECTIVES

SASCE believes that its new role can be realized by setting up clear and operational objectives for 2007 – 2010 that are aligned to the four Strategic Focus areas. These are listed as action steps or short term objectives.

5.1 To position SASCE as the authoritative voice and accreditation body for Co-operative Education

As an accreditation body SASCE can serve the public through the establishment and maintenance of criteria and procedures for accrediting co-operative education programmes. To promote the value of such accreditation and to share information gained through the accreditation process that will enhance the scope of co-operative education.

1. To establish and maintain an accreditation process for programmes in Co-operative Education based on best practice and statutory quality assurance compliance.
2. To effectively review co-operative education programmes seeking accreditation distinction and acknowledgement for excellence awards.
3. To provide information and training to raise the standards of individual co-operative education programmes as well as co-operative education infrastructure and capacity.
4. To enhance and promote understanding of the significance and value of participation in an accredited co-operative education programme.
5. To give a national overview of the extent to which institutions, employers and students adhere to agreed benchmarking criteria and minimum standards.
6. To provide training and material resources to give guidance to industry and institutions on policy, quality systems and best practice.

7. To provide auditing and measurement criteria templates to ensure regular and consistent quality review processes.
8. To collect and co-ordinate information and outputs from its membership and then to analyze and interpret this information on student profiles, institutional activities and industry responses to regional and national trends in education and training.

5.2 To actively market Co-operative Education and to establish national and international partnerships through a representative membership database

1. To actively seek partnerships and memoranda of understanding and co operation with key national stakeholders in Government, Business and the Community to the vision and mission and the role of SASCE to the national education and training agenda.
2. To set up a national database on student placement needs and to disseminate such information selectively in support of academic institution placement needs for work integrated learning. Also to record, co-ordinate and provide a regional and national perspective on the quality of student learning experiences.
3. To establish and maintain an interactive website that could provide relevant and ongoing information on the activities of SASCE as well as highlighting the activities and events within Institutions that promote co-operative education.
4. To gather and disseminate useful data on the impact and effectiveness of different co-operative education programmes in progressing the career paths of student alumni.
5. To make available a wide range of resource materials on policy, best practice, learner guide exemplars and information brochures to assist students, industry and institutions to set up and maintain quality systems and accredited co-operative education programmes.
6. To promote and encourage participation and attendance at conferences, nationally and internationally with paper presentations.
7. To host regular workshops, symposia, conventions and road shows to market and expand the participation of stakeholders in co operative education models.

8. To publish a high quality glossy and colorful Annual Report on the role, activities and successes of SASCE.

Such a report will provide valuable information on the organization and its membership activities over a one year period. The information, in the form of news, facts and stats along with major events and student successes will serve as the single output on the role of SASCE in supporting and promoting Co-operative Education.

5.3 To promote and build capacity linking curriculum development and quality assurance for Work Integrated Learning (WIL)

1. To promote quality management in the design and implementation of learning programs that incorporate work integrated learning and articulation for learners within a career trajectory.
2. To visit institutions to provide facilitation on programme design that integrates work integrated learning that is credit bearing.
3. To provide information and training to co-operative education academics and practitioners on key performance areas, job descriptions and performance management criteria in line with quality assurance criteria.
4. To promote an understanding of the co operative education quality assurance cycle as a teaching and learning pedagogy with outcomes and assessment criteria and not as a set of administrative processes.
5. To seek alliances with related professional bodies, other quality and curriculum expertise groups that can endorse and support the curriculum and quality aspirations of SASCE.
6. To offer and promote quality mentorship training to industry supervisors and student mentors in the form of Learnerships and skills training programmes.
7. To promote and empower Advisory Committees to engage more directly with curriculum development, assessment and moderation of co-operative education programmes.

8. To provide information, materials and guidelines, policy information, links to related organizations through the SASCE website that will serve to provide students and member organizations with an understanding and appreciation of work integrated learning as a teaching and learning pedagogy that is integrated with the curriculum and not an add-on to classroom learning.

5.4 **To promote research and development capacity toward a body of knowledge on Co-operative Education practice and publication**

1. To ensure and maintain a regular updated archive on all current national and international research on co-operative education.
2. To promote, encourage and give guided support to individuals in institutions to build capacity in research methodology and guided research execution on all aspect of co-operative education activity.
3. To identify and list specific areas of co-operative education activity that need researching and then to headhunt and empower student and practitioner participation in such research activity.
4. To set up a data base and a communication platform to encourage new researchers on in a support environment for all research into co-operative education.
5. To conduct regular surveys into the wide range of stakeholder participation and to use this information to monitor trends and the results as an added value output to keep stakeholders abreast of current and future thinking around co-operative education.
6. To ensure that we target, encourage and support publication of research in accredited journals.
7. To keep track of and to encourage the publication of success stories on best practice and student achievements.
8. To explore opportunities and to encourage industry to use their infrastructure and our staff and students to engage applied R&D programmes.

6. IMPLEMENTATION PLAN

The SASCE Executive needs to be guided by the Forum membership as to the best options for implementation.

The strategic objectives outlined above presents the broad objective of taking SASCE from its present structure and organization to a new level in the provision of service delivery and added value to its members and external partners.

This document will sketch scenarios and make proposal for a phased implementation approach to ensure that we progress in meaningful bites that can serve as a pilot to monitor progress and development.

To this end it may be feasible to target some short term (one to two year) specific objectives as it relates to the four focus areas and then to assess the resource demand for start up activity and then to forecast future needs. This would be the cautious approach using the expanded SASCE secretariat to get going and then to test the need for additional capacity and to progress a needs as we go basis. The downside of this approach is that we may loose focus and motivation due to competing external demands.

Below is some suggested short term specific objectives that could be useful in arriving at how best to formulate and resource an implementation plan. The specific objective is short term and is indicated within the four strategic focus areas.

6.1 **To position SASCE as the authoritative voice and accreditation body for Co-operative Education. Some short term objective deliverables**

- The New Business Plan for SASCE needs to be approved by the Forum as well as endorsed by the DoE, HESA, the HEQC and NBI before being officially launched.
- SASCE will seek official recognition as the authoritative voice and as the representative body on the new Technology Higher Education Network (THEN).
- SASCE will enter into formal MOU's and MOC's with selected industry corporate and professional bodies.
- SASCE will explore and establish formal recognition as an accreditation body for Co-operative Education Programmes.

6.2 To actively market Co-operative Education and to establish national and international partnerships through a representative membership database. Some short term objective deliverables

- SASCE will actively prepare and market the next international Conference to be hosted by DUT and to be held in Durban in May 2008.
- SASCE will launch its new Business Plan and Strategy at an official launch at a Gala Event supported by key Government and Business stakeholders (in August / September 2007?).
- SASCE will embark on a national audit to assess the status of Co-operative Education delivery activity at Institutions to establish and identify needs and areas for SASCE intervention and support.
- SASCE will update and improve all marketing materials and revamp the SASCE website as a more user friendly and interactive environment.
- SASCE will work toward the publication of the first high quality Annual Report on the activities and scope of SASCE membership activities and events and clearly make its intentions known as a relevant and necessary contributor to the national agenda on skills development, education and training.

6.3 To promote and build capacity linking curriculum development & quality assurance for Work Integrated Learning (WIL). Some short term objective deliverables

- SASCE to confirm its status and play a key role in the Technology Higher Education Network (THEN) on all matters relating to curriculum and quality for work integrated learning.
- Revisit and amend the existing SASCE Quality Assurance policy and align it with the HEQC and HEQF guidelines for curriculum and quality assurance.
- SASCE can assist Institutions in conducting an institutional audit on co-operative education practice and then to present the findings as a means of identifying areas of special need and intervention.
- SASCE can play a facilitating role to ensure that work integrated learning is in fact integrated into the curriculum with credit bearing status.

6.4 To promote research & development capacity toward a body of knowledge on Co-operative Education practice and publication. Some short term objective deliverables

- SASCE must list research topics for the purposes of publication in accredited journals.
- SASCE needs to explore and research current cooperative education activities as practiced at different institutions.
- SASCE must use the list of researchable topics to identify and target people to do the research.
- SASCE must provide support to encourage and promote research activities.

6.5 Tangible Outputs

SASCE must agree upfront on the most suitable methods and means of recording the various outputs as tangible outputs for publication and review. These could include at least some of the following.

- A regularly updated and improved interactive website.
- Media reports in selected magazines and publications.
- Records of Conference proceedings.
- Articles in accredited journals on co-operative education.
- A well documented and high quality SASCE annual report which will reflect the work and activities of the new SASCE and its membership, one year after the official launch of the new SASCE Business Plan.

7. MANAGEMENT AND GOVERNANCE

7.1 Existing Infrastructure and Resources

The General Meeting of Members (GMM) or the AGM is the ultimate authority of the society. The GMM consist of the members of the Executive Committee, EXCO (President, the Vice President, Immediate Past-President (ex officio), Treasurer, Secretary and two additional members) and the corporate and individual members as defined within the Constitution. GMM meetings are held at least once every two years.

The management of the Society rests in the Executive Committee (Exco), subject to the direction and control of the GMM. The Exco consists of the President, Vice-President, Treasurer, the Secretary, the Immediate Past-President and two additional members. The Exco, may at any time, co-opt any member of the Society in an advisory capacity.

Executive Committee (Exco) meetings are held twice a year

7.2 Membership Forum

The Membership Forum consists of members and / or organisations that have the common interest of co-operative education as their prime goal. All members of the society are invited to participate in Membership Forum meetings, notice of which is done in accordance with the constitution. The term of office of each office bearer is, calculated from the date of the General Meeting of Members at which he / she has been elected until the date of the following General Meeting of Members.

An office bearer may be re-elected for a successive term of office, and may serve for a maximum of six consecutive years. The Membership Forum meets at least twice per annum or as often as necessary to further the goals of the society and co-operative education in general.

7.3 Resource Capacity Options

At the last General Meeting of Members in April 2006, the meeting agreed to expand the current secretariat and the scope of its services in response to the JIPSA initiative. This initiative required of SASCE to provide details of students who were unable to graduate because they could not find placements to complete the required experiential learning. This was co-ordinated as an initiative by the National Business Initiative (NBI) on behalf of the Deputy Presidents Office, as part of the JIPSA programme. The project is on-going and students are currently been contacted and placed into positions with Anglo American companies and at ESKOM.

7.3.1 Full time core staff with regional support

If SASCE agrees and accepts the four strategic focus areas and the strategic objectives, along with the envisaged deliverables it may be necessary for SASCE to move beyond the expanded secretariat to the option of a full time manager or CEO to oversee the implementation of the strategic objectives. The CEO would also take full responsibility for the co-ordination and liaison on all SASCE co-operative education matters between member institutions in government and business.

The CEO would be responsible for the management of operational activities and the appointment of contract staff who may be required to engage on specific commissions or research projects to achieve the objectives as outlined in the strategic plan. This option would have budget implications which will have to be considered by EXCO and the Forum. The final proposal on resources and governance will have to be included in the final business plan.

The success of SASCE in meeting the objectives and delivering on the outputs envisaged will lean heavily on the support and commitment from the co-operative education leadership in the institutions and companies that constitute the membership.

While SASCE can facilitate capacity building and provides material resources on best practice and policy, the membership will be required to comply with request from SASCE who will collate and co-ordinate information and data that will present a national perspective, trends and will showcase events and success stories related to the practice of co-operative education.

7.3.2 Part Time seconded executive capacity

An alternative option could be NOT to have a full time CEO co-ordinator but to formally arrange to have the EXCO members seconded to work on SASCE matters for an agreed percentage of their time and for them to accept portfolios in line with the four strategic focus areas of SASCE. Such a scenario would have to be negotiated with the respective institutions employing the EXCO, as the expectation would be that the “time off” would be subsidized by the institutions.

Part of the concern with this option would be the co-ordination across regions where portfolios are dealt with remotely and the opportunity for synergy through regular contact may compromise the impetus needed to maintain focus and accountability.

Other management options and scenarios are possible and should be explored by the EXCO. The financial implications should be considered in a bold and constructive manner. This business plan is not about business as usual but a significant departure for SASCE as it positions itself to be focussed on service delivery and outputs to the members and external stakeholders.

8. FUNDING AND FINANCE OPTIONS

Given the process of strategy first, followed by structure, once SASCE EXCO agrees on the first two, we then move onto the funding options. If we are serious about the need to launch a new SASCE and given the enormous challenges and opportunities as outlined in this plan, SASCE will have to think beyond membership subscription as a means of income. It will be immediately clear that if we commit to the new strategies and stake our claim as the authoritative voice on co-operative education, it should be possible to think boldly and to approach a wide spectrum of funders who will be willing to support our objectives in terms of the potential benefits to students and also to serving the broader aims of the national agenda on skills development.

Some examples of funding sources to approach would be:

1. The academic institutions for earmarked funding or subsidization
2. The SETA's or the Skills Development Fund directly
3. Captains of Industry
4. External agencies such as USAID, Ford Foundation, SANPAD etc.

SASCE may need to employ the services of funding of funding proposal expertise to package a well motivated funding proposal as part of the final business plan.

9. THE WAY FORWARD

As this is a first official draft, the following action steps is recommended:

1. The SASCE EXCO reads and comments on the merits of the plan by 02 February 2007. Comments will be received and suggestions will be welcomed. In-principle agreement on the proposal by the end of January should be.
2. The SASCE EXCO need to make inputs to the draft Business Plan. The Business Plan as an Exco proposal can be tabled and presented at the next Forum meeting on the 01-02 March 2007 in East London.
3. At the Forum meeting the Business Plan can be workshopped by the membership along with proposals on the way forward. The Business Plan will have to be examined by professional expertise to ensure compliance with best practise presentation and quality to ensure the best chance of success in attracting funding and support.
4. It is envisaged that the final Business Plan with budgets and endorsements and support by key stakeholders in business and government can be launched at the second Forum meeting in August / September 2007.

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