



HEQC-CTP (HESA) JOINT PROJECT ON:

**THE QUALITY MANAGEMENT OF THE DESIGN AND IMPLEMENTATION
OF LEARNING PROGRAMMES THAT INCORPORATES WORK-
INTERGRATED LEARNING AND PROMOTES ARTICULATION FOR
LEARNERS WITHIN THE CAREER TRAJECTORY**

**CONSOLIDATED REPORT ON THE ANALYSIS OF THE FIVE REGIONAL REPORTS
WHICH CONCLUDES ACTIVITIES ONE AND TWO
OF PHASE 1 OF THE PROJECT**

AUGUST 2004-OCTOBER 2006

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A. BACKGROUND

This project commenced in August 2004 after the Committee of Technikon Principals (CTP) received approval from the CHE to proceed with the project. Although the original budget proposal was for R484 100 for the three activities in Phase 1 of the project, CHE agreed to make available an amount of R450 000 over the period 2004-2006. Refer to **Annexure A (Project Proposal)**.

On 4 August 2004, the CTP received R200 000 (first and only payment) from the CHE. Refer to **Annexure B (CTP Audited Financial Statement)** detailing the actual budget expenses to date for activities undertaken.

A Joint Working Group (JWG) comprising of the following Quality Assurance and Curriculum Development representatives was constituted to oversee the project objectives:

Ms K Pretorius (**Chairperson and Project Consultant**)

Prof Ansu Erasmus (Northern Gauteng Region)

Prof Ethney Genis – replaced later by Mr D Naidoo (Northern Gauteng Region)

Ms Bella Sattar (KwaZulu Natal Region)

Ms Paulette Powell (KwaZulu Natal Region)

Dr Robert Gerber (Eastern Cape Region)

Mr Piet Roodt (Eastern Cape Region)

Dr Terry Volbrecht (Western Cape Region)

Mr Brian Forbes (Western Cape Region)

Mr Gerrit du Plooy (Southern Gauteng Region)

Mr Nic Aucamp (Southern Gauteng)

Mr Bheki Mbhele(HEQC Representative)

Ms Thabisile Dlomo (HEQC Representative)

The objectives of the project are to:

1. Review and reflect on, the qualification specifications (outcomes, credits, etc) in a selected qualifications and/or learning programmes selected against the broad criteria as reflected in **Appendix A of the Project Proposal** which could be further refined to accommodate other demands.
2. Implement the pilot study with systematic documentation that includes relevant recommendations. Such documentation must include discussion on issues pertaining to the improvement of the quality of vocational education programmes and qualifications by:
 - a. Enhancing the articulation of vocational qualifications with the career pathways, world of work and formative education.
 - b. Enhancing the design, implementation and monitoring of Work Integrated Learning (**WIL**) through:
 - ✦ Identifying and developing conceptions of WIL
 - ✦ The quality of management of implementing WIL in small and large groups
 - ✦ Formative, integrated and summative assessment across the programme/s which meet the criteria for WIL
 - ✦ The impact on current systems and implications thereof, for example, administrative, logistical, financial, management systems
 - ✦ The resource implications of introducing programmes with WIL
 - ✦ Implications for future curriculum design and the quality management thereof in a reconfigured HE sector
 - c. Enhancing the quality assurance systems that underpin vocational programmes and qualifications.
3. Compile and present a report that analyses the findings of the study. The results should ideally lead itself towards the development of guidelines for the quality management of WIL.

During discussions with the HEQC Representatives and in particular with the late Dr Prem Naidoo, it was agreed that an Analysis of Activity Two (Phase 1) should first be undertaken and the outcomes be presented at a National HEQC Workshop by the regional representatives involved in the project. The HEQC should thereafter consider the pilot implementation of the newly designed programmes and the proposed Phase Two activities as detailed in the Project Proposal (**Annexure A**).

B. KEY ISSUES TO BE INCORPORATED IN REGIONAL REPORTS

The Project Consultant requested all JWG Members to ensure that the following key issues were discussed and elaborated on in their final regional reports in order to undertake the analysis of all the regional activities and to reflect on the status of the project to date:

1. Select the qualification (why specific qualification chosen?) criteria used in deciding choice of programme, was consideration given to the vertical progression i.e. identifying distinct career pathways and articulation possibilities?)
2. Review the qualification (serious review is required to ensure meaningful learning, good quality management and delivery enhanced by appropriate mentoring, monitoring and assessment strategies) how extensive was this process? elaborate
3. Design of a new qualification (did the review of the qualification lead to the design of a new qualification and did it identify new conceptions of WIL?)
4. What are the challenges for both comprehensives and universities of technology in redesigning new qualifications?
5. Can the quality of vocational education qualifications, specifically WIL be improved through development, implementation and monitoring? What are some of the other issues for e.g. inadequate resources (funding, staffing, etc), relationships with professional boards, councils, etc?
6. Would it be fair to say that this is an opportune time, in a single higher education system, for innovative design and development of career-oriented learning/work integrated qualifications within a quality management framework?
7. What are the implications for future curriculum design and the quality management thereof?

8. The HEQC is keen to pilot the draft Level 5 Descriptor in the three qualifications i.e. Biomedical Technology, Nature Conservation and Hospitality & Food and Beverage Management. Was it possible to critique the Level 5 Descriptor that was developed by the Generic Level 5 Project Team members?
9. Did the regional activities provide any successful capacity development training opportunities for staff? How successful was it?
10. Are there critical areas that require urgent curriculum development training?
11. What are the broader curriculum and quality issues that need to be emphasised?
12. Over and above the Project Proposal Objectives, please document any other outcomes that you consider to be important.
13. Your overall recommendations and conclusions must be highlighted in the report.
14. In view of your regional progress, is it possible to produce a good practice guideline on managing the quality of experiential learning?
15. Are you keen to workshop the outcomes of your project at a national workshop level and are you prepared to implement a pilot study at your institution?

C. REGIONAL RESPONSES ON KEY ISSUES

The HEQC must take note that whilst each region aimed to achieve the project objectives, the outcome of each region is unique. The regional reports do not necessarily elaborate on all the key issues listed above. Some regions have in fact elaborated in detail on specific key issues.

This Analysis Report attempts to consolidate the key outcomes of the regional reports. Furthermore, it is imperative that each regional report is read in conjunction with the Analysis Report in order to gain a comprehensive understanding of the regional outcomes in meeting the project objectives.

C1 SELECTION OF THE QUALIFICATION

REGION/PARTNERS	QUALIFICATION	RATIONALE FOR CHOICE (also refer to Appendix A – Project Proposal for Criteria for selection of programme)
KwaZulu Natal Durban University of Technology (DUT) and Mangosuthu Technikon	Biomedical Technology (National Diploma B Tech)	<ul style="list-style-type: none"> ✚ There is a history of collaboration between the two institutions in the region ✚ Both institutions offer the programme ✚ A strong relationship with laboratories in the region is evident ✚ There is oversight of the qualification by a Professional Board ✚ The Professional Society is a key stakeholder in the curriculum development process ✚ The learning programme has a compulsory WIL component
Eastern Cape Nelson Mandela Metropolitan University (NMMU) and Walter Sisulu University of Science and Technology (WSU)	Tourism Management (National Diploma)	<ul style="list-style-type: none"> ✚ The Tourism Programme is offered at the Port Elizabeth Technikon (currently part of NMMU), Border and Eastern Cape Technikons (currently part of the merged WSU) ✚ The learning programme has a formal WIL component.

		<ul style="list-style-type: none"> ✚ The WIL component is mostly administered as an add-on with some credit allocation and as a result there is limited allocated funding. ✚ The WIL component is subsidised via FTE generated subsidy for teaching and earmarked funding, which is distributed amongst faculties and is not always utilised for WIL activities.
<p>Western Cape</p> <p>Cape Peninsula University of Technology (CPUT)</p>	<p>Analytical Chemistry</p> <p>(National Diploma)</p>	<p>Analytical Chemistry was chosen:</p> <ul style="list-style-type: none"> ✚ On the basis of the intention to move away from existing content syllabi to learning outcomes ✚ As a pilot for developing a model for quality development in the management of curriculum renewal and WIL. ✚ As a result of the programme’s relative lack of exposure to research-based curriculum development interventions in comparison to, for e.g. engineering programmes ✚ As an opportunity for a research-based process of harmonisation as required by the institutional merger. ✚ To harmonize the programme offering on the Bellville and Cape Town campus in terms of the merger process of two Technikons to a University of Technology (UoT). <p>Due to an apparent decrease in student enrolments in the programme as a result of the perceived superiority of a three-year BSc over a three-year Diploma that includes a period of WIL.</p>

<p>Southern Gauteng</p> <p>Vaal University of Technology (VUT); University of Johannesburg (UJ) and Central University of Technology (CUT)</p>	<p>Food and Beverage Management</p> <p>(National Diploma)</p>	<ul style="list-style-type: none"> ✚ The programme is offered at all three institutions. ✚ Considerable cooperation between the three institutions took place during the recent re-curriculation process of the programme ✚ The curriculum of the programme is to a large extent standardised within the region. ✚ The programme is running fairly successfully at all three institutions, ensuring that the identification of critical problems is possible.
<p>Northern Gauteng</p> <p>Tshwane University of Technology (TUT) and UNISA</p>	<p>Nature Conservation</p> <p>(National Diploma and B Tech)</p>	<ul style="list-style-type: none"> ✚ The programme is offered by both UNISA and TUT. ✚ Both institutions indicated their keen interest in participating in a curriculum development capacity building project ✚ As a career-focused programme, it has a significant WIL component ✚ Both institutions have been implementing the same qualification progression in Nature Conservation, utilizing the same basic curriculum, but via different modes of delivery and with their own enrichment of the learning programmes.

C2 REVIEW OF THE QUALIFICATION

REGION/ QUALIFICATION	QUALIFICATION REVIEW PROCESS
<p>KwaZulu Natal</p> <p>Biomedical Technology</p> <p>National Diploma B Tech</p>	<p>The review of the qualification has led to the following concerns:</p> <ul style="list-style-type: none"> ✚ The role and function of the Professional Board for Medical Technology and the Society for Medical Laboratory Technologists of South Africa (SMLTSA) and their considerable influence on the ability of providers to take independent decisions pertaining to the qualification structure and the learning programme. ✚ There is widespread support from laboratory representatives for a national curriculum. This is contrary to the principles of curriculum transformation that underpin the NQF and furthermore undermine the academics confidence in the project process. ✚ Lack of finality on the Higher Education Qualifications Framework (HEQF) <p>A working group was established to undertake a review of the National Diploma (ND) and Bacca laurea Technologiae (BTech) qualification specifications as a whole 480-credit qualification.</p>
<p>Eastern Cape</p> <p>Tourism Management</p> <p>National Diploma</p>	<p>The Eastern Cape region, decided, from an early stage of the project, not to re-curriculate the existing SAQA registered qualification. The reasons being:</p> <ul style="list-style-type: none"> ✚ There is a formal WIL component in the chosen learning programme, ✚ Lack of finality on the HEQF. <p>This influenced the research approach being used i.e. to create a regional opportunity for research collaboration and teamwork on the impact of the WIL component in the learning programme rather than on the programme review at this stage.</p>

<p>Western Cape</p> <p>Analytical Chemistry</p> <p>National Diploma</p>	<p>The following issues highlighted the need for the programme curriculum renewal:</p> <ul style="list-style-type: none"> ✦ Weaknesses in graduates relating to integrated communication, integrated numeracy, practical laboratory skills, geochemistry and experiential learning. ✦ An apparent decrease in student enrolments as a result of the perceived superiority of a three-year BSc over a three-year Diploma that includes a period of WIL. ✦ The need to engage academic staff in training workshops to build capacity and expertise on programme design, based on the parameters linked to the HEQC on-line submissions. ✦ The need for re-curriculation aligned with HEQC programme accreditation criteria 1- 9. ✦ The acceptability of the exit level outcomes (ELO's) of the qualification at Level 7 (NQF) as a basis for programme review and re-design ✦ The need to review and map specific learning outcomes onto staged level descriptors toward the exit level outcomes (ELO's). ✦ The need to interpret and locate WIL options in relation to outcomes and assessment criteria. ✦ The opportunity to review all teaching and learning activities, tasks and assessment strategies in close consultation and collaboration with industry-based role players reporting to the Advisory Committee. <p>Most importantly, It was felt that the review process should enhance the student's growth and development experiences through improved service delivery and quality implementation processes.</p>
<p>Southern Gauteng</p>	<ul style="list-style-type: none"> ✦ The Programme selected by the region had already been re-curriculated. This process included all stakeholders including students, alumni, industry and the institutions of higher education. This process ensured that the curriculum is relevant and meet the needs of industry.

<p>Food and Beverage Management National Diploma</p>	<ul style="list-style-type: none"> ✚ For the purpose of re-curriculation, the outcome based education approach was followed. This approach facilitated the introduction of new approaches to teaching and learning, assessment and service delivery. ✚ At the first regional working group meeting held in January 2005, the region scrutinized the curriculum offered at each institution. It was established that the curriculum offered at each institution is very similar and the WIL component is relevant to industry.
<p>Northern Gauteng</p> <p>Nature Conservation National Diploma B Tech</p>	<p>Both TUT and UNISA had established procedures for the development and approval of programmes and each institution had curriculum development experts and instructional designers to assist in developing the learning programmes. UNISA and TUT each had their own models of co-operative education, but in both instances, the Nature Conservation departments were responsible for the overall management of WIL, including its design, administration, training of mentors and assessors, monitoring and assessment. Both institutions evaluated the management of the WIL component as one of their strengths.</p> <p>A working group was formed to analyze the programme and to engage with their peers on a broader front, since the project team was limited to about 20 participants.</p> <p>The region agreed that in terms of the industry-related objectives, the project should explore:</p> <ul style="list-style-type: none"> ✚ What future direction in terms of the types and progression of Nature Conservation qualifications would be most strategic in view of industry needs and expectations ✚ How such qualifications could be related to clear career paths ✚ How such a qualification progression could resonate with other higher and further education providers in the draft HEQF

In terms of the **academic objectives**, the region agreed that the project should explore:

- ✦ Capacity building in staff delivering the programme in the curriculum design and development process, which included meeting all quality assurance requirements of the DoE, CHE and the two institutions respectively
- ✦ Continuing the interaction with industry via informal discussions, but also via the more formal routes such as the relevant Standards Generating Bodies (**SGBs**), to ensure that both institutions remained fully informed of trends and approaches in the industry and maintained their contact with key role players in the industry
- ✦ Identifying gaps in the current programmes that should lead to relevant to future industry needs
- ✦ Designing the industry experience in accordance with future needs, and in particular, designing for the recognition of WIL
- ✦ Conducting the project according to an agreed curriculum development plan, this will include the activities at different phases of the curriculum cycle, and the key questions relevant to each cycle.

C3 DESIGN OF THE QUALIFICATION

REGION/ QUALIFICATION	DESIGN/RESEARCH PROCESS
<p>KwaZulu Natal</p> <p>Biomedical Technology</p> <p>National Diploma B Tech</p>	<ul style="list-style-type: none"> ✚ A Working Group was established to undertake a review of the National Diploma and B Tech Qualification specifications as a whole 480-credit qualification. This qualification is intended to be a professional degree that incorporates the skills previously learnt through WIL. ✚ The Working Group made reference to the existing qualification specifications to determine the design of the new qualification. Further input was obtained from the syllabus for the Professional Board Examinations, a National Recurruculation Document and the Draft Unit Standards that was circulated by the SGB. ✚ This intensive review resulted in amendments to the outcomes and assessment criteria at level 5 and 6, with the concomitant emergence of a 'new' qualification of 480-credits (Appendix 1 – KZN Regional Report). ✚ However, there was a lack of conceptual thinking around WIL and it was evident that at a national level, WIL was still 'boxed-in' as a semester of experiential learning. ✚ One of the challenges of this programme is the requirement for Diplomates to write a Board Examination after working for a year in a registered training laboratory. This requirement undermines the qualification offered by the institutions. In addition, the possible integration of the Professional Board Examination into a 480 credit qualification will require the role and function of the Board to be reviewed. ✚ There is a degree of reticence from the Profession to discuss current and future trends within the profession. Instead, there is focus on issues of structure and control as is vested in the Board and the SMLTSA. This impacts negatively on the development of innovative practices in curriculum design and delivery. Whilst there is a need for academic departments offering this qualification to have a mutually beneficial relationship with Professional Bodies, a clarification of roles and responsibilities is necessary to ensure that neither party is seen to be the controlling one. ✚ The Profession is firmly of the belief that the Board Examination ensures quality and standards notwithstanding the

	<p>fact that there is no action taken by the Board in regions where poor Board Examination results are obtained.</p> <ul style="list-style-type: none"> ✦ Students who had passed the Board Examinations were of the view that the qualified staff did not acknowledge their Diploma and that staff in laboratories looked down at them. This was re-enforced by the fact that they were compelled to write a Board exam – written exam - to 'prove' their competence. There was little that they had gained with reference to new knowledge especially in the Clinical Pathology category. Cellular Pathology was identified as the category where the content was additional to what had been learnt at the Diploma level. ✦ Students were unanimous in their view that whilst experiential learning at the level of the diploma is 'useful', there were also a number of issues that need to be addressed. These relate mainly to the fact that there is inconsistency in the quality of placements and mentoring. Students could not be given any meaningful, productive work for ethical reasons and many felt bored and disillusioned by their experience. They expressed the view that WIL should be introduced from the first year of study so that students are exposed and kept informed on the profession. ✦ The unpacking of the qualification is still 'work-in-progress (Appendix 2 – KZN Regional Report)'. Issues around various forms of WIL will only be resolved when the clusters are more clearly defined. However, even at this point in time, it is apparent that there is room for more than one form of WIL and that there are issues within the current delivery of WIL.
<p>Eastern Cape</p> <p>Tourism Management</p> <p>National Diploma</p>	<p>The region agreed that a Conceptual Framework for WIL and Good Practice Guideline for WIL implementation is needed:</p> <ul style="list-style-type: none"> ✦ to restructure the current learning programmes to integrate the WIL component ✦ to provide for learning in the workplace ✦ to add value for the learner and industry ✦ to generate subsidy in order to economically run the WIL component. <p>Central to the research approach used, the following issues had to be addressed in restructuring the programme:</p>

	<ul style="list-style-type: none"> ✦ Interrogation of the views on WIL outlined by the available resources and research projects done up to now. ✦ Formulation of a possible theoretical/conceptual framework as a good practice framework for WIL integration into a learning programme. ✦ Determining current WIL integration practices in the Tourism Management programmes of the institutions involved in the research project. ✦ Testing the different stakeholders involved about conceptions of the type and logistics for practices used and the success of current WIL practices. ✦ Comparing the views of the institutions involved and the conceptions of stakeholders to determine the strengths, weaknesses, opportunities and threats involved. ✦ Using the knowledge created to develop a roll-out plan for the restructuring of current programme and the integrated implementation of WIL. ✦ Indicating the limitations of the study and the needs for future research. <p>The roll-out plan would eventually lead to the restructuring of the current learning programmes and an implementation phase and research project to determine the success of the restructured learning programmes.</p>
<p>Western Cape</p> <p>Analytical Chemistry</p> <p>National Diploma</p>	<ul style="list-style-type: none"> ✦ In August 2005 a workshop was arranged for academics to extend staff's ability in course design in WIL and to review current administrative aspects in relation to programme design and the achievement of the desired learning outcomes. ✦ A subsequent meeting of the Analytical Chemistry Advisory committee was used as an opportunity to workshop the possibilities for collaboration in curriculum renewal ✦ It was agreed that the key challenge of the project process was to establish a framework that will facilitate the transition from the old and still current SAPSE / subject-assessment paradigm to creating new flexible learning

programme, consistent with the principles of outcomes based education (**OBE**) and the National Qualifications Framework (**NQF**).

- ✚ The success of the project would be to manage **not** only the learning paradigm change but to manage and resource the capacity building of academic staff with minimum disruption to core business activity in the classroom.
- ✚ The proposal also sets out an action plan for the project as a pilot to guide the development of an institutional strategy for re-orientation.
- ✚ The Programme Design Outcomes – A Blended Bottom Up -Top Down Approach accepts the exit level outcomes, assessment criteria and purpose statement of the Qualification as a given. The bottom up approach is not a fix-it strategy but an opportunity to review teaching and learning classroom practice and assessment methodologies that will enhance learning and deliver better all-round products, given the added focus on the incorporation of critical skills and cross field outcomes (CCFO's).
- ✚ This approach in the context of and outcomes-based NQF has the following features:
 - Subjects are used as the starting point of the process.
 - Learning in subjects is then linked to outcomes and their related assessment criteria.
 - Level descriptors are interpreted within the construct of the subject offering.
- ✚ Re-orientation is therefore seen to work primarily from the bottom up and gives academic staff an opportunity to rationalize and improve from an established position, and then make a transition to the new paradigm, taking along with them the best of the old and incorporating this into the new, with a fuller appreciation and understanding of how the "new" will lead to a more efficient learning system.
- ✚ The following set of the key project activities is proposed.
 - Engagement with policies and procedures related to HEQC online application for programme design.
 - Linking outcomes to graduate competencies of the Analytical Chemistry qualification.

- Formulating subject specific outcomes for each of the subject offerings and linking these to level descriptors, exit, specific and cross-field outcomes and related assessment criteria.
 - Reviewing and planning students' moving progressively from level year 1 to years 2 and 3 of the Diploma, and relating the completion of each to the relevant level descriptors.
 - Relating the National Diploma to horizontal and vertical articulation possibilities and career paths.
 - Formulation of assessment criteria are for each specific outcome. In other words we have to ask, "How will we know and measure that the learning outcomes have been achieved."
 - Structuring of content input to achieve the outcomes to be negotiated and agreed between employers and academic staff to align the syllabus to current technology and development needs and at the same time to remove outdated content.
 - Development of assessment criteria and methods to assess critical and life skills within the discipline context.
 - Estimation of notional hours which will translate into credits [1 credit = 10 notional hours] for grouping specific outcomes into modules or subjects.
 - Representation of each set of subject outcomes along with specific outcomes and assessment criteria where subject, specific outcome and assessment criteria can be viewed in a matrix as illustrated in Figure 4 of the **Western Cape Regional Report**.
- ✚ Along with industry partners, outcomes that can best be achieved and measured in the workplace can be grouped along with their notional hours and credits as the WIL component for the qualification. More informed decisions could be taken which can impact on WIL such as:
- Experiential learning may not be required at all, because all the learning outcomes and assessment can be adequately achieved at the academic institution.

	<ul style="list-style-type: none"> • Experiential learning in industry may not be linked to a fixed and continuous placement period at one workstation. Experiential learning may require students to spend pockets of time in industry perhaps more than once over the duration of their studies. • If experiential placements are required the “duration” will be determined and guided by the notional hours of learning required.
<p>Southern Gauteng</p> <p>Food and Beverage Management</p> <p>National Diploma</p>	<ul style="list-style-type: none"> ✚ During the re-curruculation of the Food and Beverage Management programme, the WIL component was designed in accordance with the needs and recommendations of all stakeholders. ✚ At the first regional working group meeting it was established that all three institutions approach WIL and the control thereof in a similar manner. This includes mentoring, monitoring and continuous assessment through site visits, logbooks, assignments and reports from mentors. ✚ The institutions all have their mechanisms in place for assuring the quality of WIL, but none of them are formalised. Thus, for the purpose of the quality assurance of WIL it was decided to formalise these mechanisms by developing Minimum Standards. These Minimum Standards will then be uses as a yardstick for managing the quality of WIL once industry has been consulted and it has been pilot tested for relevance and effectiveness. ✚ At a meeting held on 15 March 2005, the Minimum Standards were drafted and at the regional working group meeting of 26 July 2005 it was further classified into Minimum Standards or Best Practice. Refer to Minimum Standards in the Southern Gauteng Report ✚ Towards the end of 2005 it was agreed that the institutions should pilot test the Minimum Standards with industry.
<p>Northern Gauteng</p> <p>Nature Conservation</p> <p>National Diploma</p>	<p>Nature Conservation is seen as integral to the sustained development of national assets such as regional and national game parks. Consistent cooperation with the industry has meant that the industry is included in the decision-making process relating to the content, teaching, and assessment of the programme.</p>

B Tech

The concept of three-year degrees, three-year diplomas, and honors degrees were informally discussed with the industry and with peers offering the Nature Conservation programmes. Industry partners consulted included those from the National, Mpumalanga and Limpopo Parks Boards, as well as partners from game ranches. It became clear that industry did not have clear employment levels that were applied consistently by the different types of employers. The smaller enterprises required qualified students with hands-on knowledge on a number of conservation facets and in their perception, those students with Diplomas would suffice. There was also the perception among some stakeholders that persons with degrees would cost more and for that reason they were not sure whether they would support a three-year degree. The larger enterprises, such as the National Parks Board which already employed B Tech students, revealed greater understanding of the value of sufficient theoretical knowledge together with applied skills as the basis for sound decision-making and problem-solving. The academic peers concurred that post-graduate learning was essential to support research that would in turn support the sustainability of many of the enterprises in this field.

Taking the above into consideration, the following key issues emerged from a situational analysis:

- ✦ a progression of qualifications would have to take into account the range of contexts in which qualifying students are now employed, from small game ranches to national parks and the different entry abilities and experience of students entering from schools, employment in the industry and from private colleges.
- ✦ there are indications that the recognition of experience and previous learning might in future play a more significant role in the admission to programmes in this field as more adult learners who are already employed in the field and who had completed certificates or diplomas in nature conservation or related areas at private colleges may wish to continue their learning at a UoT or Comprehensive University.
- ✦ in the new qualification progression, three-year diplomas currently offered may have to be offered simultaneously with three-year degrees. Currently, the majority of school-leavers enter the National Diploma programme without

matric endorsement. Both institutions also enrol students who qualify for entry into degree programmes. A question is thus raised as to whether both institution types will be allowed to offer the three-year diploma and degree programmes simultaneously or whether there would be prohibition and regulation by the DoE and/or the CHE.

In noting that the most important facet of the project would be the identification of career pathways and the provision of learning pathways for students entering with different entrance capabilities, a progression of qualifications (**See Appendix 1 of the Northern Gauteng Regional Report**) was developed which allows for:

- ✚ entry directly into a degree programme where degree entry requirements are met
- ✚ entry to a three-year diploma at level 7 (equivalent to a degree) for students not meeting degree programme requirements
- ✚ entry to the diploma via RPL for those with certificates and diplomas in related fields from private colleges, which could be mid-term where appropriate
- ✚ articulation from the three-year diploma to the degree, taking into account the need for augmenting the theoretical knowledge base of diplomates

Articulation between the different types of qualifications and the institutions offering Nature Conservation was another key area that informed the qualification progression. Making provision for the entry of students from private colleges or those students who have completed certificates in particular skills was deemed important and as a means of introducing some rationality in the industry regarding the relationship between qualifications, career positions and career progress and perhaps remuneration, although the latter was not part of the project (**See Figures 1 and 2 in the Northern Gauteng Regional Report**).

Although in general, the current curriculum provides for the specific competence in Nature Conservation and the more

generic skills required in industry, the outcomes, in particular the associated credits allocated to outcomes and thus the content of the curriculum, requires review. Whilst the WIL component is well integrated in the programme, there is a need to ensure that the relatedness of learning in the different modules or the subjects of a qualification are addressed to improve the programme.

In addition, it emerged that the following areas should also be included in the reviewed qualifications:

- ✚ A greater English language component in the curriculum, as the interface of employees in this field with the public as well as the expression of scientific observations required a proficiency that all current graduates did not possess
- ✚ Knowledge of Geographical Information Systems with the increased application of technology in this field
- ✚ Knowledge of Environmental Impact Assessments with the changing land use patterns required an understanding of the consultation process with the community and the management of land
- ✚ A Human Resources Management component enabling graduates/diplomates to manage staff

D. CAPACITY DEVELOPMENT

Due to the nature in which the research was structured in some of the regions, some of the activities planned for could not be completed due to time, staff work loads and financial limitations. However, most regional activities were successful in providing opportunities for staff development with particular reference to curriculum development of WIL. In addition:

- ✦ Staff engaged with national policy and with the HEQF in particular. Although the level descriptors were not experienced as useful in guiding the formulation of programme outcomes, they served to remind academics to be mindful of the levels of learning that should be expected in the different types of qualifications in the progression.
- ✦ There is a great awareness of NQF principles. Academics paid particular attention to articulation opportunities for learners from different learning environments, and to the kinds of competencies and knowledge that would enable graduates to make a contribution to economic development.
- ✦ Staff approached the project as an opportunity to bring about renewal and not just review of current practices and curriculum design.
- ✦ By approaching curriculum development from a more informed base, academics identified that significant capacity-building in curriculum development is necessary in faculties.
- ✦ A need for clear guidelines on how to approach and formulate qualifications and programme outcomes was identified, as well as the need for staff development to guide and support such activities.
- ✦ There was acknowledgement that the previous rounds of qualification registrations were done merely to satisfy SAQA requirements, and that deeper engagement was necessary to specify qualifications in a meaningful way and to develop programmes from such specifications. A suggestion was that HESA develop a set of guidelines for qualification registration so that HE institutions could approach the process in a systematic and scientific way, particularly in view of the 2006 re-registration of qualifications.
- ✦ The need to release at least one person per programme for the purpose of curriculum development with specific regard to the design and development of the whole learning programme is proposed.

- ✦ This type of joint research again emphasises the value of teamwork in reflecting one's own practice and the impact of knowledge gained and shared. The diversity of institutional culture and practice has led to new approaches to learning opportunity and WIL provision. Once again there is appreciation for the valuable networking and capacity building opportunity.

E. CHALLENGES FOR UOTS AND COMPREHENSIVE UNIVERSITIES

As stated in the Western Cape Regional Report, **"South African Higher Education Institutions face many challenges as they strive to position themselves as role-players in the development of human capital through qualifications which are responsive to technological, economic and social development needs. The restructured higher education landscape and the need for career-focused programmes must be supported, sustained and quality assured to ensure that UoTs and Comprehensive Universities respond to this requirement of educational provision"** is reiterated to highlight the impact and importance of this statement.

- ✦ Quality management is still seen as an ad hoc activity. Perhaps the UoTs and Comprehensive Universities should consider the changed environment and review its approach to curriculum design and development. In light of ongoing developments in the DoE, CHE and SAQA processes, this may be an opportune time to review curriculum design and development and to improve the quality provision thereof.
- ✦ There is also a perception that the previous CTP processes for interim registration have resulted in a particular mindset and comfort zone that staff are reluctant to move away from. The result has been an inability to make the necessary shift to qualification, programme design and development.
- ✦ There is a need for the institutions to focus on learning programmes in an integrated manner. Currently, most staff are seen to be locked in a system that develops learning programmes in blocks.
- ✦ The lack of information on the HEQF is a cause for concern. This lack of information stifles innovation since staff are unsure about the future nomenclature and credit/level allocation of qualifications offered at UoTs and Comprehensive Universities. Furthermore, there is a need for clear articulation routes between cognate qualifications offered by the private and public educational institutions.

- ✦ The demise of report 151 has left many institutions unclear about how to proceed with challenges and contestations from within institutions which, if left unchecked, will result in a situation from which the recovery will be slow and painful.
- ✦ The fact that WIL is currently non-subsidy generating and the fact that service-learning can be integrated into the curriculum with no subsidy implications, currently militates in favour of service-learning in the curriculum rather than WIL. However, there is evidence at some institutions that other forms of WIL are not recognised and hence the failure to make meaningful, informed decisions about the curriculum.
- ✦ There is a dire need for a consistent system for managing the quality of WIL. Whilst there is some structure in the way some academic departments manage WIL, it is clear in some regional reports that change with regard to the management and implementation of WIL is necessary.
- ✦ The development of civic responsibility in students has yet to be prioritised at UoTs and Comprehensive Universities.
- ✦ Where applicable, the CHE/HEQC will have to play an active role in defining the role functions of Professional Boards and educational institutions in the delivery of professional programmes.
- ✦ Currently, a good practice guide exists for managing the quality of service-learning. It would be in the interest of the UoTs and the Comprehensive Universities to use this publication and if necessary to expand on other forms of relevant WIL.
- ✦ In a new qualification progression, three-year diplomas as currently offered may have to be offered simultaneously with three-year degrees. Currently, the majority of school-leavers who enter the national diploma programme do so without matric endorsement. Both UoTs and Comprehensive Universities enrol students who qualify for entry into the degree programmes. A question is thus raised as to whether UoTs and Comprehensive Universities will be allowed to offer the three-year diploma and the 3 year degree simultaneously or will there be a prohibition in terms of regulation by the DoE and /or the CHE.
- ✦ It should be noted that the nomenclature of the three-year diploma, namely the 'advanced' diploma in the draft HEQF, is probably not appropriate for most UoT programmes, since it is conceived as the culminating exit of a three-year qualification and not as a specialization as is characterized in the draft HEQF. It is thus hoped that the nomenclature of the three-year diploma will be adjusted in the final HEQF. The qualification progression does not assume that all diploma learners will necessarily migrate to the degree programmes, but opens up the possibility for those who wish to continue learning after the three-year diploma.
- ✦ Making provision for the entry of students from private colleges, or those who have completed certificates in particular skills, is deemed important and as a means of introducing some rationality in the industry regarding the relationship between qualifications, career positions and career progress (and perhaps remuneration, although the latter was not part of the project).

F. CURRENT WIL PRACTICES

The HEQC criteria for Programme Accreditation in Criteria 1 (ix) (CHE, 2004) states that the characteristics and needs of professional and vocational education are catered for in the design of the programme where applicable. This includes that work-based learning and placement in a work-based environment form an integral part of the curriculum. Criteria 15 (CHE, 2004) goes on to state that the co-ordination of work-based learning is done effectively in all components of applicable programmes. This includes an adequate infrastructure, effective communication, recording of progress marks and monitoring and mentoring.

The key outcome of this project is focused on the improvement of the quality of vocational education programmes and qualifications through the design, implementation and monitoring of WIL.

Some of the regions have documented detailed research on WIL. In this Analysis Report, it is important and considered necessary to briefly outline some of the current WIL policy and practice at some of the institutions:

In the **Northern Gauteng Region**, WIL is thoroughly documented in terms of the learning and skills development to be accomplished in the allocated period of one year for the Nature Conservation Qualification. As part of the close liaison with the industry, mentors are available and informed. The monitoring and evaluation of student learning in industry against the set expectations is generally satisfactory. Lecturers visited students and obtained verbal feedback on their experiences. Verbal feedback was also obtained from the mentors/supervisors. The structured reports required from students throughout the WIL period were evaluated as appropriate and useful and provided feedback on the learning progress. The practice of a final oral assessment by a panel of academics and industry representatives were evaluated as highly effective. The analysis further indicated that the current practice of a year of WIL spent in industry is compulsory. Whilst the review process might necessitate some changes to the defined learning outcomes of the WIL component or even to the credit allocation, the length of time allocated to WIL is currently non negotiable by industry.

The region is satisfied that the current WIL practices are satisfactory, allowing for sufficient control by academic staff and mentors. The WIL model in this programme is one of well specified tasks, control activities such as written reports by students at specified intervals, continuous liaison between industry mentors and academic staff, visits by academic staff to observe student performance in the field and final assessment at the conclusion of WIL by panels which include the industry. The WIL component for the diploma and degree programmes will however differ to reflect the difference in purpose of the qualifications.

The **Western Cape Region** sees the NQF as the context for programme design and delivery whereby it becomes necessary for institutions to design programme delivery in line with NQF principles. The following questions relate specifically to WIL and is embedded in the outcomes-based approach to teaching and learning.

- ✦ What are the learning components (modules) that make up the programme?
- ✦ How is learner centredness ensured in the delivery
- ✦ How are learners given feedback on their performance?
- ✦ Do the programme outcomes ensure that the learner is able to re-contextualise and apply theoretical knowledge in workplace/provider linkages?
- ✦ How is impact measured? How are the findings of this measurement used and disseminated?

The Project Team examined current practices in the management of experiential programmes as developed by the Department of Co-operative Education at CPUT who had adopted and expanded on the Unit Standard HET10 to design and structure experiential learning in a workplace. Based on the capacity building interventions aligned to the HEQC criteria for WIL, a best practice Guideline for Operational Implementation was accepted. The Implementation Model is based on a quality assurance cycle linked to performance management and has been successfully implemented for the last three years along with self evaluation review and institutional audit processes. Evidence based judgements are on record as work in progress. **See Figure 6 of the Western Cape Regional Report.**

Each core learning element as outlined in **figure 6** could then be examined in detail to define best practice parameters as a minimum standard for regular review and improvement. Each learning element has its own learning outcome and added value to the student learning and experience. Each core learning element can then be examined to comply with the quality process of outcomes to be achieved (**See Figure 7**) followed by the required input, process and outputs of evidence for measuring success and for review purposes.

This approach can now address funding provision linked to specific learning outcomes. The best practice criteria and learning elements are defined and expanded in sequence as follows:

✚ Work Preparedness Skills Programme: Orientation

Students receive instruction to prepare themselves for the world of work. Policy and rules clarify the obligations of the students, institutions and industry in the co-operative education partnership. Students acquire job-seeking skills such as CV writing, application procedures, interview and presentation skills. Life skills such as time management, team building and communication are also introduced. OBE presents the opportunity to identify specific learning outcomes and assessment criteria that will help to generate activities and tasks which will allow the student to demonstrate knowledge and competence across a range of learning areas that will prepare them to apply critical skills in preparation for the world-of-work. This learning should be assessed and attract notional hours and credits.

✚ Placement Learning Process

The institution markets and promotes co-operative education to commerce, industry and government and secures approved workstation opportunities. Learners are introduced to a range of companies and have to apply and secure their own placements. Higher education institutions facilitate the application and interview process as required and students are selected by the companies after short-listing and interview processes. Placement is not an administrative exercise of allocating students to companies. It must be understood to be a *learning*

experience for the students where they have to acquire knowledge, skills and competencies to prepare and secure their own placement as an outcome of a placement learning experience.

The promotion of co-operative education to gain industry support to participate in the programme requires resources *which must not be underestimated*. The often-heard remark of “insufficient availability of workstations” is more often the inability of institutions to provide sufficient and competent staff to market and negotiate good quality workstations to meet the learning needs of the programme. Once the company agrees to participate, competent staff will be needed to facilitate the placement learning experience of the student into industry.

Learning Programmes

Learning and specific outcomes are documented to give guidance to the student and mentors on the work-based learning activities for the specific disciplines. Students are guided on how the work learning experiences should be integrated and recorded. Assessment criteria and evaluation timeframes are documented and clarified. The structured learning begins once the student has been placed. Although the learning programme and obligations are clarified during work preparedness, the student has to be supported once in the learning environment.

The relationship between workplace supervisor and the student has to be monitored by academic institution. Problems associated with interpretations of the learning programme, student and industry expectations, actual workstation conditions need to be orientated so that valuable time is not lost or morale dampened, which could negatively impact on the learning progress.

Visitation and Monitoring

Academic staff or co-coordinators visit students to ensure that their learning experience meets the expectations of all parties. The students, mentors and academic staff meet to discuss progress. Logbook entries, presentations or any other agreed evidence portfolios or artefacts may

be used to assess student progress. Visits to students at the workplace are planned timeously and by appointment. Frequency of visits will depend on geographical location, costs and related factors.

✚ Assessment and Evaluation

Interim and continuous assessment occurs throughout the WIL period. Assessment and evaluation are performed by mentors, academic staff or external examiners. Logbooks, assignment reports, projects, presentations or any other agreed evidence portfolios may be used to assess and evaluate student learning. Marks, credits or records of competence are used to reflect student success. Structured and recorded feedback by students and employers in industry can serve as a quality assurance tool for review and improvement.

In the Eastern Cape Region, a Curriculum Model for WIL was developed to guide the teaching and learning of students in the workplace. The model consists of three stages, namely:

✚ Preparation Stage involves student preparation and the preparation of the learning environment (workplace).

✚ Placement Stage involves:

- A Strategy for Teaching that integrates student learning and facilitate the transfer of learning between theory and practice.
- Arrangement for students to be successful by providing innovative authentic learning experiences
- Formative and summative assessment processes
- Ensuring attention to inclusiveness and equal opportunity

✚ Post Placement involves the debriefing of students and the review and evaluation of WIL

✚ Management issues involves:

- Establishing communication and reporting systems
- Establishing organizational and legal agreements (contracts)
- Staff development and the induction of academic staff
- Preparation of manuals for students and agencies
- Regular monitoring of the success of the placement
- Adequate risk management and reporting
- Acknowledgement of agencies' contributions
- Review and troubleshooting with placement organizations
- Review within the institution

All the parties (employers, educational institutions and students) involved in WIL should benefit from the programme. The cooperation between the three parties ensures that the benefits derived are equally shared to achieve a case of 'win-win' situation.

✚ **For students**, their participation in a WIL programme means:

- Increased employment opportunities (building of networks)
- Connection between academic and workplace (put theory into practice)
- Short term income generation
- Assistance in developing career strategies/opportunities
- Awareness of workplace culture
- Enhancement of soft and hard skills due to real work experience.

✚ **For Educational institutions**, the benefits include:

- Development of a market related curricula
- Partnership with industry (exchange of experts and consultants)

- The enhancement of student skills
- Create work experience opportunities for the students
- Capabilities of lecturers enhanced to meet requirements of the working world
- Developing expertise in assessment methods.

✚ **For Employers,** the benefits include:

- Identification of future potential recruits
- Extra workers at low cost
- An injection of new ideas
- Development of other partnerships of mutual benefits
- Facilitate human resource development planning for future expansion programme
- Staff development opportunities for employees.

In conclusion it can be said that effective work experience can only be of benefit since it adds value to the student's learning by increasing his/her employability and it increases the institution's throughput rate which impact favourably on government funding of programmes. This implies that student placement must be a deliberate and intentional act which requires thoughtful attention. It must be supported by preparation activities for staff and supervisors, as well as appropriate assessment strategies to ensure quality education. WIL activities require moral support and funding from those who hold the purse strings if it is to serve its purpose.

G. REGIONAL RECOMMENDATIONS

G1 KwaZulu Natal

- The HEQC should play an active role in clarifying the roles of the Professional Board and the SMLTSA especially with regard to curriculum development and the status of the Board Examination. The implementation of a pilot study will require the approval of the Professional Board for Medical Technology and CHE intervention is necessary.
- The providers should move beyond the conservative approach adopted by the Profession to ensure that issues pertaining to international comparability of the qualification are addressed.
- The implications of the complexities associated with the two institutional typologies (UoT and Technikon) should be explored within the context of the project.
- Implications for existing UoT and Laboratory staff tasked with training provision should be further discussed.
- The HEQC should consider supporting other activities of this project by making provision for the release of key staff to support the project and complete the work started.
- The project should focus on the spectrum of experiential learning practices and not only on the narrow focus of WIL.
- Institutions should provide the necessary systemic support to enable the implementation of the proposed revised learning programme.
- The recognition and acceptability of a 480 professional degree by industry needs to be pursued.
- Funding is a serious issue and until such time as the Department of Education acknowledges and provides funding for WIL, institutions will look for alternatives or even begin to exclude WIL from curricula. The design of any new innovative, career-oriented qualification is dependent on national stakeholders taking cognisance of the implications thereof and committing to the provision of adequate funding
- The CHE needs to give careful consideration to the impact of national processes on institutions. Bearing in mind the support that this project has accorded the process of learning programme development for Biomedical Technology, can such essential support be provided across all programmes in all institutions? This is a matter that has to be addressed at a national level if the desired quality outcome is to be achieved for curriculum transformation. At an institutional level there is concern that this project will play itself out in response to workload allocation, equitable resource provision, planning and prioritisation.

- The production of a good practice guide for managing the quality of experiential learning has to be a focussed activity undertaken by a small team preferably in one region. In this regard, a proposal was submitted by the DUT to the Project Consultant. **(Appendix 3 KZN Regional Report)** The region is still awaiting feedback.

G.2 Northern Gauteng

Progressing beyond the current status of the project was not considered useful, since significant changes may have to be made as a result of new national policy or stakeholder input. For instance, it is not clear whether TUT and UNISA will be able to continue with the process of applying to introduce the Bachelor degree, since merging institutions are still discouraged to develop new programmes. The following outstanding activities were debated but not concluded:

- Uncertainty on the final form of the HEQF remains the biggest stumbling block. A progression from a two-year to a three-year diploma had to be designed, which rendered significant problems in terms of the progression in the HEQF. Although the three-year diploma was called an 'Advanced Diploma', this was done with the full knowledge that this did not harmonize with the HEQF description of the type. The problem was that the HEQF does not make provision for three-year diplomas exiting at level 7, which are in fact designed as three-year programmes and which have significant learning components at level 7. For the purpose of the qualification progression, the workgroup pitched three-year diplomas and first degrees at the same level (CTP Recommendation on the HEQF) and endeavoured to distinguish clearly between three-year diplomas at UoTs and Diplomas (2yrs) from Public/Private Colleges. Based on the collective experience of at both institutions, it was found that the students with certificates and diplomas from institutions other than the public institutions have the applied skills but are weaker on the theory aspect. This implies that the students need some form of bridging learning when entering into UoTs or Comprehensive Universities.
- Workshops with a wide array of industry stakeholders to raise awareness of the HEQF, the qualification types and to test the acceptability of the proposals on the qualification progression proposals should be held.

- Finalization of the outcomes, assessment criteria and most appropriate assessment strategies in response to any changes resulting from either the HEQF or industry responses is needed.
- Involvement of instructional designers to finalize the most appropriate modes of delivery (excluding WIL) and supporting learning materials is necessary.
- Clear documentation of how pipeline students enrolled for the current set of qualifications in Nature Conservation would be able to articulate with the proposed qualification progression is proposed.
- Preparation of a business plan for the offering of the qualification progression for Faculty Board and Senate approval and the application to the DoE to offer the first degree programme and to the CHE to accredit the programme will be required.
- The Level Descriptors for the three-year diploma in the HEQF was not really used as reference during the development of the qualifications, but rather as the collective experience of the academic staff on what constitutes learning at different levels. The qualification specifications would therefore have to be tested against the HEQF when it is finalised.
- The embargo on merged institutions to introduce new qualifications could undo all the achieved capacity in curriculum design and development should there be long delays before implementation is allowed.
- The lack of clarity on what constitutes new programmes is an issue. Further clarity on how the DoE and CHE will approach such a new programme in a sequence of previously approved qualifications is necessary before further internal quality assurance procedures are activated.
- The focus on efficiency is a threat to the viability of programmes such as Nature Conservation where numbers have to be restricted due to the availability of industry placements.

G3 Southern Gauteng

- The Minimum Standards need to be pilot tested with industry. This includes the development of an informal accreditation system for industry adhering to the developed standards.
- It is the region's intention to host workshops with industry to identify and address problem areas.

- Industry participants will be identified and invited to assessor training workshops. These workshops will include qualified mentors. Recognition of Prior Learning will be incorporated into the contents of these workshops.
- The region can only finalise its report once the last activity of the regional process i.e. consultation with industry and the pilot testing is completed.
- The region is convinced that the outcome will be invaluable to the design, implementation and management of WIL.

G4 Western Cape

The project prepares a way to link issues of quality, relevance and capacity to the re-curriculation of programme design in a qualification with a WIL component. It also attempts to profile and embed academic rigor and progressive pedagogy in WIL processes. The overall benefits of such a quality management approach, along with effective curriculum design strategies will enhance the ability of UoTs to profile and deliver off campus WIL as an accredited and academically viable pedagogy for career focussed qualifications.

The regional task team together with all the regional participants in the process agreed on the following specific recommendations:

- Relate capacity building strategies at national level to curriculum design interventions at higher education institutions.
- Link national and institutional curriculum policy frameworks to the provision of career-focussed programmes.
- Make provision for validation procedures for modules, subjects and courses within a curriculum.
- Develop and disseminate a Guide for the use of Level Descriptors which would include the relationship between level descriptors, CCFO's and applied competence.
- Reconcile the differences between the SAUVCA / CTP (HESA) and SAQA level descriptors and avoid parallel processes of descriptor development at the national level
- Conduct national and institutional audits to determine what curriculum development support is needed at the institution. Many staff members are qualified in their subject specialist disciplines but have had no formal teaching and learning expertise or qualification.

- Close the gap between policy-making and implementation.
- End the delay in the publication of the HEQF as a major contributing factor that slows down academic transformation agendas.
- Align policies with the resources available for their implementation, while taking cognizance of what comparable developing countries are investing in higher education.
- Profile and view WIL not as an add-on or merely a support service but more as a strategic issue that is central to the curriculum development strategy within UoTs.
- Organise national workshops on WIL programme design and encourage and draw on international experience and expertise.
- Create an innovation fund to support capacity building at national level that can cascade to regional participation and empowerment.
- Identify research potential and then target specific topics and give support with a view to presenting the research outcomes at the RWL (Researching Work and Learning Conference) to be held in Cape Town in December 2007.
- Establish links to international training and development opportunities that will promote capacity building for senior curriculum development drivers.

Once the Programme Design and the operational aspects have been agreed and documented the implementation of a pilot phase should commence with systematic documentation on implementation successes relative to:

- The impact of the restructuring of WIL
- The impact of the quality management of WIL
- Formative, integrated and summative assessment across the programme which meets the criteria for WIL
- How administrative, logistical, financial, management systems will support the restructured programme.
- The resources utilized in introducing and quality assuring programmes with WIL implications for curriculum design

On completion of the pilot study, a report on the entire project will be undertaken and shared with the internal and external key stakeholders.

G5 EASTERN CAPE

- ✦ Due to time constraints, project team member availability, inter-institutional distances and budgetary constraints, not all the research objectives could be realised. It was realised from the onset of the project that research sampling might be compromised by the availability of key respondents.
- ✦ Different organisational and institutional cultures and practices lead to a diversity which resulted in a broad distribution of issues with low frequencies.
- ✦ The fact that the HEQF is still not finalised, restrained/restricted the possible meaningful rearticulation process.
- ✦ The following applications to WIL practice can serve as a guideline to WIL practitioners:
 - Ensure proper communication channels including feedback mechanisms between institution, students and organisations.
 - Inform students in advance about WIL requirements and expectations of the institution and the organisation.
 - Assessment standards should be clear and set in advance and in relation to assessment practices. Mentor shortcomings should be determined and the necessary development provided for meaningful learning opportunities.
 - Timely agreement on individual responsibilities will enhance good WIL practice.
- ✦ The project revealed the following areas for future research:
 - A WIL management model
 - Centralised versus decentralised approaches
 - The impact of a comprehensive institutional versus a departmentalised business plan
 - Communication strategies
 - Assessment practices
 - Possible adaptations of existing international WIL practice models within a South African context

H. KEY PROJECT RECOMMENDATIONS

- Funding of WIL is a serious issue and until such time the DoE acknowledges and provides funding for WIL, institutions will look for alternatives or even begin to exclude WIL from curricula. The design of any new innovative, career-oriented qualification is dependent on national stakeholders taking cognisance of the implications thereof and committing to the provision of adequate funding. WIL should not be seen as an add-on or merely a support service but more as a strategic issue that is central to the curriculum development strategy within UoTs and Comprehensive Universities.
- The implications of the complexities associated with the institutional typologies should be explored within the context of the project.
- Uncertainty on the final form of the HEQF remains the biggest stumbling block and which also slows down academic transformation agendas. The draft HEQF does not make provision for three-year diplomas exiting at level 7. The Level Descriptors for the three-year diploma in the draft HEQF was not really by all regions in the development of the new qualifications but rather as the collective experience of the academic staff on what constituted learning at the different levels. Each qualification specification would have to be tested against the HEQF when it is finalised.
- The lack of clarity on what constitutes a new qualification/programme is a matter of concern. Further clarity on how the DoE and CHE will approach such a new programme in a sequence of previously approved qualifications is necessary for institutions to progress with the development of their internal quality assurance procedures for new programmes.
- The current embargo by the DoE on merged institutions with regard to the introduction of new qualifications/programmes could undo all the achieved capacity in curriculum design and development should there be long delays before implementation is allowed.

- The CHE needs to give careful consideration to the impact of national processes on institutions. Bearing in mind the support that this project has accorded to the five regions in programme development, can such essential support be provided across all programmes at all institutions? This is a matter that has to be addressed at a national level if the desired quality outcome is to be achieved for curriculum transformation. At an institutional level there is concern that this project will play itself out in response to workload allocation, equitable resource provision, planning and prioritisation.
- The HEQC should consider supporting the other activities of this project by making provision for the release of key staff at institutions to complete the work started.
- Institutions should also provide the necessary systemic support to enable the implementation of the new revised programmes.
- A good practice guide for managing the quality of WIL is urgently needed. This could be a focussed activity which could be undertaken by a small team preferably in one of the regions.
- There is a need for the development of a Guide for the use of Level Descriptors which would include the relationship between level descriptors, CCFO's and applied competence. Furthermore, the differences between the SAUVCA / CTP (HESA) and SAQA Level descriptors should be reconciled to avoid parallel processes of Descriptor Development at the national level.
- The HEQC is required to play an active role in clarifying the roles of Professional Boards and Societies with particular reference to curriculum development and the status of the Board Examinations.

- The HEQC should undertake an audit at institutional level to determine what development support is needed. Funds should be made available to support capacity building for e.g. national workshops should be held on WIL programme design and should reflect the current international practice and experience.
- The Draft NQF Level 5 Descriptors were developed under the umbrella CHE Project "Development of Generic Standards for NQF Level 5 Qualifications. A draft set of Level Descriptors for NQF Level 5, a set of Guidelines for the use of the Level Descriptors and a comparison with Level 4 and Level 6 Descriptors was developed by a Task Team and it was agreed to pilot the draft descriptors in a number of programmes offered at both public and private institutions. In relating this project to the current quality project, three regions were requested to critique the draft level descriptors. The KwaZulu Natal regional team reported that the major criticism is on the complexity of the language used in the draft descriptors, in particular that pertaining to the 'scope of knowledge' and 'knowledge literacy' elements. It was also clear that the level 5 descriptors did not fully apply to the qualifications being developed, especially if it is a 480 qualification. Notwithstanding this, staff involved in the pilot were confident that the competencies in the eleven categories of the level descriptors were reflected in the 120-credit level of the programme. This issue will require further exploration since, from the indications that the language of the descriptors is difficult to interpret, it is clear that some of the competencies themselves may not be adequately addressed in the actual programme.

I. CONCLUSION

In preparing the Analysis Report which took cognisance of the project proposal, regional reports and supporting documents, it is evident that the HEQC should give serious consideration to the funding of the other activities as detailed in the project proposal. In addition, the additional project activities should focus on the broader spectrum of experiential learning practices and not only on the narrow focus of WIL.

The following specific activities have also been identified by the regions for consideration by the HEQC:

The **Western Cape Region** recommends that a pilot phase should commence with systematic documentation on implementation successes relative to:

- The impact of the restructuring of WIL
- The impact of the quality management of WIL
- Formative, integrated and summative assessment across the programme which meets the criteria for WIL
- How administrative, logistical, financial, management systems will support the restructured programme.
- The resources utilized in introducing and quality assuring programmes with WIL implications for curriculum design
- On completion of the pilot study, a report on the entire project should be shared with internal and external key stakeholders.

The **Eastern Cape Region** identified the following areas for future research:

- A WIL management model
- Centralised versus decentralised approaches
- The impact of a comprehensive institutional versus a departmentalised business plan
- Communication strategies

- Assessment practices
- Possible adaptations of existing international WIL practice models within a South African context

The **Southern Gauteng Region** identified the need to pilot test the Minimum Standards document with industry before it proceeded with the finalisation of the regional report.

The **KwaZulu Natal Region** highlighted the need for a good practice guideline for managing the quality of WIL and was willing to undertake this task provided that funding is made available by the HEQC.

**Analysis Report compiled by Kogie Pretorius
October 2006**